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ABSTRACT

The language arts curriculum activities presented in this guide were developed as one component of a total career education demonstration project for Appalachian Maryland, and are intended for use as supplements to the total middle or junior high school curriculum. Introductory material lists career education concepts and outlines career and occupational development objectives. The body of the guide consists of the following four areas grouped according to progressive levels of difficulty: oral skills, listening skills, writing skills, and reading skills. Each unit relates career education activities to one or more concepts within the skills area. Career education activities are identified according to type of activity (e.g., research, puzzle, community activities, daily living activities). Materials required for many of the activities are appended. (SH)

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Career Education in Appalachian Maryland

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INVESTIGATION AND DECISION MAKING

LANGUAGE ARTS

MIDDLE OR
JUNIOR HIGH SCHOOL
SUPPLEMENTAL ACTIVITIES

CE 011 850

The supplemental curriculum activities developed under this demonstration project make up one component of a total Career Education Demonstration Project for Appalachian Maryland.

Although the infusion of this material into curriculum areas is felt to be most important, we are not suggesting that these materials be used as texts. This material, when used supplementally, should add greatly to our total education curriculum.

In his position paper, "An Introduction to Career Education", Kenneth B. Hoyt, Associate Commissioner for Career Education at the United States Office of Education, stated "If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

"There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

"Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society."

I feel that the material developed by this very competent and industrious task force does provide alternate learning strategies for students. I have seen many of these activities tried enthusiastically by teachers and received in the same manner by students.

Certainly, we do not feel that this material should remain in this form forever. I suggest to the educators who choose to use these activities that they change, critique, and create far beyond what they find printed here.

James W. Wilson

James W. Wilson, Director
Career Education Project

TRI-COUNTY CAREER EDUCATION TASK FORCE

Allegany, Garrett, and Washington Counties

Career Education Concepts

1. Careers are interdependent and should benefit society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. Attitudes and personality factors have an effect on work, performance, and success.
5. Work has dignity and is worthwhile.
6. All work involves the production of either goods or services.
7. Most kinds of work require some skill or training.
8. People should contribute their particular talents and capabilities to the world of work.
9. People should adapt to technological and sociological changes which create or eliminate work.
10. Environmental and cultural factors determine the kinds of work available.
11. People's work affects their way of life.

SUMMARY OF

CAREER AND OCCUPATIONAL DEVELOPMENT OBJECTIVES

I. Prepare for making career decisions

- A. Know own characteristics relevant to career decisions
- B. Know the characteristics and requirements of different careers and occupations
- C. Relate own personal characteristics to occupational requirements
- D. Plan for career development or change

II. Improve career and occupational capabilities

III. Possess skills that are generally useful in the world of work

- A. Have generally useful numerical skills
- B. Have generally useful communication skills
- C. Have generally useful manual-perceptual skills
- D. Have generally useful information-processing and decision-making skills
- E. Have generally useful interpersonal skills
- F. Have employment-seeking skills

IV. Practice effective work habits

- A. Assume responsibility for own behavior
- B. Plan work
- C. Use initiative and ingenuity to fulfill responsibilities
- D. Adapt to varied conditions
- E. Maintain good health and grooming

V. Have positive attitudes toward work

- A. Recognize the bases of various attitudes toward work
- B. Hold competence and excellence in high regard
- C. Seek personal fulfillment through own achievements
- D. Value work in terms of societal goals

Taken from: National Assessment of Educational Progress, 1971; J. Stanley Ahmann, Staff Director and James A. Hazlett, Administrative Director

Language Arts

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The purpose of the following activities is to correlate current language arts curriculum with possible career awareness activities. These activities have been grouped into four areas according to progressive levels of difficulty. Any of the activities could be interchanged or modified to meet individual needs. Extra space has been provided for any additional suggestions.

We hope our ideas are helpful and act as a stimulus for your own creative activities.

General Content Areas
Language Arts

I. Oral Skills
   A. Public speaking-formal and informal
   B. Giving and following directions
   C. Obtaining and holding the attention of a group
   D. Using acceptable language
   E. Dramatics
   F. Conversation skills

II. Listening Skills
   A. Following directions
   B. Relating and interpreting what is heard
   C. Discussions
   D. Conversation skills

III. Writing Skills
   A. Grammar, Usage, Mechanics
   B. Outlining and Summarizing
   C. Creative writing
   D. Organizing information
   E. Letter writing
   F. Filling out applications
   G. Spelling
   H. Penmanship

IV. Reading Skills
   A. Oral Reading
   B. Silent Reading
      1. Interpreting what is read
      2. Reading for enjoyment
      3. Promoting desirable attitudes
      4. Securing information effectively
      5. Improving reading comprehension skills
         a. Understanding total meaning
         b. Noting details
         c. Understanding and following directions
         d. Comparing, evaluating, selecting ideas in critical reading
         e. Predicting outcomes and drawing conclusions
         f. Organizing ideas and facts
         g. Developing vocabulary

V. Centers, Worksheets, Puzzles, Games

VI. Language Arts Index

V . Related Careers Index

UNIT: Oral Skills

LEARNING OUTCOME(S): The student will be able to converse easily and interestingly with a small group of classmates.

Career Education Activity	Activity Evaluation/Comments
SPORT and GAME RULES - Have a student leader choose a sport or game of his choice and conduct a conversation with team players concerning the rules and regulations or fundamentals of this sport. SPORTS FUNDAMENTALS - Have a student demonstrate physically and orally some aspect of the fundamental of the sport of his choice. STORE MANAGER - The students are to imitate a manager of a store of their choice. They are to hold a meeting with the employees of the store, as if it is the manager's first day on the job in his new position. His purposes for holding the meeting are to introduce himself, greet the employees, and discuss the policies of the company. POSTMASTER - A student is to play the role of postmaster of his local post office. As postmaster he should not only discuss policies but also rates of the federal postal service. CONVERSATIONAL FUNDAMENTALS - Have the students list the fundamentals of good group conversation. Divide into groups and have students put these fundamentals into use. JOB INTERESTS - Have small group discussions on job interests. GAMES - Play the game "What's My Line?" for which the teacher acts as moderator.	

UNIT: Oral Skills

LEARNING OUTCOME(S): The student will be able to express himself with ease and confidence so as to be understood.

Career Education Activity	Activity Evaluation/Comments
INTERVIEW - Interview candidates for class offices.	
CAMPAIGN SPEECH - Develop and present campaign speeches. Tape these for later evaluation of oral presentation.	
TELEPHONING - Telephone public official(s) for information on campaign procedures and techniques.	
CLASS MEETING - Hold a homeroom class meeting.	
VISITING SPEAKER - When a speaker visits the class, have a student conduct the introduction and interview.	
INTERVIEWING PARENTS - Have students interview parents and others in the community to secure information about their occupations and relate back to the class this information.	
INFORMAL DISCUSSION IN THE CLASSROOM - Have students assume a fictitious name and occupation. Students are to try to find out as much as possible about others in the group.	
TELEPHONE - Discuss the use of a telephone. Visit the local telephone company and/or view a switchboard operator. Then have students place calls through another student acting as switchboard operator.	

UNIT: Oral Skills

LEARNING OUTCOME(S): Student will speak clearly and expressively with poise and acceptable language.

Career Education Activity	Activity Evaluation/Comments
LISTING CRITERIA - Have students list criteria for presenting good oral performances. DRAMATIZATION - Have students dramatize selections from stories, using tape recorder. Have students create and dramatize original plays, skits, and others. READING WITH EXPRESSION - Have students read phrases or direct quotations changing expression to give different interpretations. PLAYS AND MOVIES - Have professional actors present performances to the class (attending a play, movie). COMPARING SPEECH QUALITIES - Have students listen to radio and TV personalities and list speaking qualities. FIELD TRIP - Visit a switchboard.	

UNIT: Oral Skills

LEARNING OUTCOME(S): The student will be able to make a special occasion speech (persuasive).

Career Education Activity	Activity Evaluation/Comments
SELLING BY PHONE - Have students use a telephone to sell an item or sell tickets.	
SUPPORTIVE SPEECHES - Have students make a speech in support of some school project.	
MAKING NOMINATIONS - Have student make a nomination speech in support of a school or government candidate.	
DEMONSTRATION BY RESOURCE PERSON - Have a salesman demonstrate to the class how he sells his product.	
INTRODUCTIONS - Have class learn the correct way of making introductions.	
DRAMATIZATIONS - Have students dramatize a career of their choice.	
TRAVEL AGENTS - Set up a "Travel Agency" with agents, clerks, guides, who would plan and present posters and talks on trips to various places.	
IMPROMPTU SPEECH - Have students give impromptu speeches about career situations chosen by the teacher.	

UNIT: Oral Skills

LEARNING OUTCOME(S): The student will be able to read aloud with expression and poise.

Career Education Activity	Activity Evaluation/Comments
MINUTES - Have students read aloud the notes or minutes of a previous class meeting. DRAMATIZING - The students could dramatize "career-related" plays. CREATING REPORTS - The students could create and produce their own news and weather reports. RECITING POEMS - Children may wish to recite their favorite poems, short stories or tales. WEATHER FORECASTS - Have several students read the weather reports and forecasts from the daily newspaper. LUNCH MENUS - Select someone to orally inform the class of the daily, weekly, and monthly lunch menus. BULLETIN BOARD - Have students list as many jobs as they can that require oral reading. Make a bulletin board showing these. READING WANT ADS - Have one student read a description of a job for which there is a Want Ad in the Paper. The rest of the group guesses the particular job for which they've heard the description. There could be individual points or group points; first one with 5, 7, and others is the winner. READING NEWS ARTICLES - Have a student pretend he is a TV or radio newscaster and read the weather forecast or an analysis of a recent game and others to the class. ROTE - Have students memorize and present to the class a prepared necessary to a job area (i.e. airline stewardess, clerk of court, receptionist, tour guides, and others)	

UNIT: Oral Skills

LEARNING OUTCOME(S): The student will be able to read a selection aloud with poise and expression.

Career Education Activity	Activity Evaluation/Comments
ORAL SKILLS - Discuss with class the need for good oral reading skills. POETRY - Have students read poetry selections. PLAYS AND SKITS - Have students audition for a play or skit. STUDENT TOURS - Have students be guides for the lower grades for tours within their school. (Incoming students could tour such areas as auditorium, music rooms, shops, vocational areas, chemistry lab and others.) VOICE TAPING - Have students tape their voices during any oral reading. This could be done prior to selling an item and others. MONOLOGUE - Have a student write a monologue describing the duties of his profession, after which he will read his selection to the class. The other students will then attempt to determine his work.	

UNIT: Oral Skills

LEARNING OUTCOME(S): The student will be able to adapt his communications to his specific audience.

Career Education Activity	Activity Evaluation/Comments
STUDENT HELPER - In cooperation with "The Office" of the school and/or the cafeteria, place a different student each day with the school secretary and cafeteria to help answer the phone, fill requests for supplies, accept goods, and fill in receipts, and others.	
ROOM RECEPTIONIST - Appoint a student whose duties will be to close the door when necessary, to answer the door, listen to the caller's message and convey details to the teacher, and respond to callers as the teacher directs.	
TEACHER'S SECRETARY - Appoint a student to mark absences and then follow up to obtain the necessary "excuse" or "re-admit" slip.	
FIELD TRIP - Have students visit various local industries of their choice, prepare, and present an oral script. (Could be taped also)	
GIVING DIRECTIONS - Have a student give directions to another describing how to get to a particular place.	
INSTRUCTOR - STUDENT - Assign students to help each other with the purpose of reinforcing skills.	
SHORT STORY - Have a few students each select a short story to present to the class complete with a test. The test could have several essay questions centering around the points of discussion which the student brought out.	
CLASS MEETING - Have the teacher introduce Robert's Rules of Order and then hold a class meeting to decide class officers according to parliamentary procedure.	
PERSUASIVE SPEECHES - Have students develop persuasive speeches to be presented to the class. (example - selling products, promoting a favorable novel, movie review, and others.)	
INTERVIEWING - Have students interview each other to determine job interests and capabilities.	

UNIT: Listening Skills

LEARNING OUTCOME(S): The student will listen to and follow directions given to him.

Career Education Activity	Activity Evaluation/Comments
LIST OF DIRECTIONS - Read a list of directions to the students. The children are to follow these directions.	
WRITING A LIST - The teacher will read a list of qualifications for a specific job. The students are to write this list.	
"GOSSIP" - Play the game "Gossip." A particular direction is whispered to a student by the teacher. The student then in turn passes this direction on to the next student. This continues until all students have participated. The last student is to act out the direction. Variation - each student must change the wording of the direction.	
USING THE TELEPHONE - Set up an activity evolving around long distance phone calling, including in this activity the correct procedure for "collect calling," "reversing charges," "person-to-person," "credit card calls," and others.	
SPELLING BEE - Two interesting listening activities could include "Simple Simon Says" and spelling bees, with emphasis placed on technical career terminology.	
MOCK EXPERIENCES - Set up mock experiences whereby students would have to listen and respond to directions given by people in occupations such as: Police Dispatching, Traffic Control, Rescue Squad and Emergency Reporting, Taxi Service, Poison Control Service, and others.	
IDENTIFYING SOUNDS - Introduce record "Stop, Listen, and Write," by publishers of My Weekly Reader. This record lends itself to identifying sounds heard on particular jobs.	
DIRECTIONS FOR MODELS - Tape the directions printed by the manufacturers of model airplanes, cars. Have the students assemble these models according to the directions played on the recorder.	

UNIT: Listening Skills

LEARNING OUTCOME(S): The student will be able to follow the line of discussion and make appropriate responses.

Career Education Activity	Activity Evaluation/Comments
CRITERIA FOR LISTENING - Have the class develop a list of criteria for a good listener.	
CONVERSATION GROUPS - Have the students participate once a week in small, informal conversation groups.	
EVALUATING AUDIENCE BEHAVIOR - Have a class report on the listening behavior of the audience at school assemblies.	
GIVING DIRECTIONS ACCURATELY - Without repetition give oral directions for a homework assignment. Have three students repeat the directions, once per student. Set up a committee to evaluate the homework papers for accuracy in hearing and following the directions.	
INTERVIEWING - Obtain volunteers from among the students who will work up interviews with some of the school's athletic "stars" and then present the interviews to the class as if they were Johnny Carson or Merv Griffith, and others with guest.	

UNIT: Listening Skills

LEARNING OUTCOME(S): The student will be able to interpret what he hears and relate this to his solution of a specific problem.

Career Education Activity	Activity Evaluation/Comments
EDITORIALS - Have student listen to a radio or TV editorial, list facts and/or opinions, and-using the facts only-write his own solution of the problem. FOLLOWING DIRECTIONS - Have student listen to a set of directions and actually complete them. PROBLEM SOLVING - The teacher presents a hypothetical problem. The students will, during group discussion attempt to interpret and provide possible solutions to the problem. POETIC INTERPRETATION - Have students listen to a poetry selection, interpret the poet's purpose and write or discuss how the poem relates to his life. CAREER DAY - Invite resource people from the community and have them discuss the problems of their respective careers while children listen and relate these problems to their particular career choices. SOUND IDENTIFICATION - Have several students go out into the community and record sounds which will identify a particular job. This then can be played in the classroom for a listening and interpreting activity. (i.e. cash register noise, pneumatic drill, dentist's drill, and others) EDITORIALS - Teacher reads an editorial concerning careers and class reaches a conclusion using only the facts. (Use professional or trade magazines)	

UNIT: Writing Skills

LEARNING OUTCOME(S): The student will be able to write sentences exemplifying all the basic sentence patterns.

Career Education Activity	Activity Evaluation/Comments
MEMORANDUM - Have the students write a one-sentence message to a co-worker explaining a piece of work to be done. The explanation could be put into one, several, or all five of the basic sentence patterns. WRITING JOB DESCRIPTIONS - Using each pattern once, have the students write a five sentence paragraph describing a job in the classroom such as cleaning and dusting the room. Have the students assume they are supervisors writing job descriptions for Want Ads or for workers under them. PERSONAL QUALITIES - Have each student write one, several or five different qualities or capacities he feels he has for a particular career in which he is interested, using a different sentence pattern for each quality, capacity, and others. PARAGRAPH - Have students write a paragraph describing how a job is performed. Have students exchange papers and label sentence patterns.	

UNIT: Writing Skills

LEARNING OUTCOME(S): The student will be able to demonstrate the proper usage of verbs, pronouns, adverbs and adjectives.

Career Education Activity	Activity Evaluation/Comments
GIVING QUALIFICATIONS - Choose several students to play the role of an employer while remaining students write a paragraph giving their qualifications for a particular career. Using usage in each student's paragraph as a criterion, the employer will accept or reject the applicants. USING ILLUSTRATIONS - Students will divide into groups for adverbs, adjectives, and verbs. Groups will use cut-out pictures or original illustrations to make bulletin board displays showing career implications.(i.e. adjectives or adverbs that describe favorable traits for job success) Have someone connected with Personnel of a local firm visit the classroom and discuss importance of good written language.	

UNIT: Writing Skills

LEARNING OUTCOME(S): The student will be able to express himself in an original selection.

Career Education Activity	Activity Evaluation/Comments
OPEN-END THEMES - Do paragraph writing or poetic verse using such themes as "If I Were President of the U.S....", "I'd Like To Be...", "I'd Never Be a..."	
CREATING NEW JOBS - Students could create a new job to add to the present count of 80,000 different careers. The student would include the advantages, disadvantages, the need and benefits for this newly created job.	
POETRY - Poetic activities could evolve around: a. Poetry as Language b. Poetry as Entertainment c. Poetry in Music d. Poetry in Advertising e. Poetry as Slogans f. Poetry in Comedy	
VISITING WRITERS - Have a poet or writer visit the classroom and aid the students in composing original selections.	
DESCRIPTIONS - Have students write descriptions of any of the following: photographs (captions) houses (real estate ad) fashions (cars, clothes)	

UNIT: Writing Skills

LEARNING OUTCOME(S): The student will express himself in an original selection.

Career Education Activity	Activity Evaluation/Comments
ORIGINAL PARAGRAPHS - Using one of the following beginnings: "I Wish I Could Be A..." or "If I Were A...," the student will write an original paragraph. NEWSPAPER REPORTING - The student would complete the following activity: "You have been assigned as a newspaper reporter. It is your job to interview leaders of at least 3 major countries and write an article about their careers." RESEARCH - Research careers in poetry as connected to literature, music, or advertising. (Bob Dylan, Rod McKuen, Paul Williams, Paul McCartney) DEVELOPING A STORY - Have students take or collect pictures of a topic or subject of their choice; then have them develop a story to go with the pictures. WRITING DESCRIPTIONS - Have the student write a brief description of a situation which might occur in the job field of his choice. DIALOGUE - Have students write dialogue between an employer and employee. WRITING JOB ADS - The student may write a Want Ad explaining a new type of job and the necessary skills for applicants. Other students may write answers to these ads. DISPLAYS - Have a group of students create a display associated with a career field of their choice.	

UNIT: Writing Skills

LEARNING OUTCOME(S): The student will be able to write a business letter using accepted form and will become aware of the use of business letters.

Career Education Activity	Activity Evaluation/Comments
FORM - Introduce the business letter to the students using a text. Discuss the accepted form of the business letter. DISPLAY - Display several examples of business letters of acceptable form. COLLECTING EXAMPLES - Have students find and bring back to the classroom examples of business letters. This project would lend itself well to those students whose parents work in the capacity of secretary, journalist, teacher, executive. WRITING MOCK LETTERS - Allow students the opportunity to write mock business letters, using fictitious business addresses. LETTER OF INVITATION - Write a letter of invitation to a local union official requesting him to talk to the class about requirements and benefits of a union. THANK YOU LETTERS - Have students write Thank You letters to any industries they visit. (Make a typewriter available.) WRITING FOR INFORMATION- Have each student pick a different source from the world of work and, using the accepted business letter form, write for information on his career choice. WRITING A BUSINESS LETTER - Write a business letter to the teacher applying for a job that has been advertised. Give your qualifications. The teacher accepts or rejects the applicant on the basis of correct letter form. COMPARING LETTERS - Have the students make a collection of business letters gathered from different sources. Compare the forms used. Which seems most popular? (Could be used for bulletin boards) LETTERS OF COMPLAINT - Write a letter of complaint to a department store about faulty merchandise received.	

UNIT: Writing Skills

LEARNING OUTCOME(S): The student will be able to demonstrate the proper use of capitalization and punctuation.

Career Education Activity	Activity Evaluation/Comments
BUSINESS LETTERS -Distribute to students copies of a business letter whereby capitalization and punctuation have been omitted and have students correct them. RESOURCE GUEST - Invite a commercial printer, linotypist, or secretary as a resource guest. STANDARIZED TESTS - Secure a standardized sample copy of a test on punctuation and capitalization that is used for applicants attempting to fill a secretarial position. WRITING ADS- Students could write advertisements using capitalization as a means of attracting attention. WRITING INSPECTION REPORTS - Have students compose their own inspection reports after investigating the physical conditions of the school. (variation- Write or fill out accident reports.) STUDENT TEACHING - Have students teach some aspect of capitalization and/or punctuation to the class.	

UNIT: Writing Skills

LEARNING OUTCOME(S): The student will review the accepted form for writing an outline for and summarizing a a specific selection.

Career Education Activity	Activity Evaluation/Comments
OUTLINING CAREER CLUSTERS - Teacher and students will list together several career clusters, using these as main topics for an outline. Students will then identify several specific jobs under each cluster and list these as subtopics. (i.e. 1. Manufacturing A. Automobile Industry B. Prefabricated Homes) Student will then choose one of the subtopics to research, write an outline, and then write a paragraph about his career choice, using his outline. (An oral speech could also be developed using the above outline.)	
OUTLINING PROJECTS - Have the students outline the directions for making something or putting a project together.	
JOB DESCRIPTIONS - Have students complete a job description outline of the form shown in back of book. p. 45 . (See Occupational Outlook Handbook.)	
PRÉCIS - Have students write a précis summarizing a selection which they have read.	
VISITING REPORTER - If possible, contact a local reporter to visit the classroom to demonstrate the need for outlining in newspaper work.	
NEIGHBORHOOD JOBS - Have students visit various areas in and near their neighborhoods and list as many jobs as they can see. Then have them put these in outline form using "clusters" as main topics. (Teacher should provide basic outline.)	

UNIT: Writing Skills

LEARNING OUTCOME(S): The student will be able to take notes efficiently with the end result being an original factual composition.

Career Education Activity	Activity Evaluation/Comments
CAREER EXPLORATION - Students will explore the career clusters, choose a career for themselves and then using any media, research their choice and write notes. Notes will then be used to write an essay on their career choice. ROLE PLAYING - RESEARCH - Student will play the role of a magazine reporter given the assignment of researching and writing a story about the career of a writer, journalist, and others. NOTE TAKING - Have student play the role of a detective investigating a crime. He must take notes and write a report of the crime. ASSEMBLIES - Have students take notes at an assembly and write an evaluation of the speaker's text. DEMONSTRATIONS - During a student demonstration, have other students take notes on that student's presentation.	

UNIT: Writing Skills

LEARNING OUTCOME(S): The student will demonstrate his knowledge of fictional and nonfictional materials, expressing himself in an original selection.

Career Education Activity	Activity Evaluation/Comments
LITERARY COMPARISON - The novel Johnny Tremain by Esther Forbes and the autobiography, The Autobiography of Ben Franklin, lend themselves to a discussion of a fictional versus a nonfictional account of a life, especially of the influence of the work one does upon his development as an individual. Questions could be asked about the apprenticeship program: Why was it so disastrous for Johnny to lose his job and his apprenticeship after the injury to his hand? Is his situation realistic for that time? Was Ben Franklin's life seriously altered by his problems with his brother as his master in an apprenticeship program? Are there apprenticeship programs today? If so, do they have a great effect on the individual's life? (Many more questions and activities can be developed along these lines.) FICTION AND NON-FICTION - Have the student read any or all of the following and then state whether his selection(s) was fictional or non-fictional and say why: "The Milk Pitcher," Exploration "Shago," Reading Roundup Book 2 "The Oklahoma Kid," Adventures Ahead " Dorlan's Home Walk," All Around America "Jackie Robinson-The Great Experiment," Worlds of People, "Good-by, Babe Ruth, '" Worlds of People "Jim Thorpe and the Carlisle Indians," Worlds of People "The Junior Surveyor," Adventures Ahead "A Job for Ben." Adventures Ahead. WRITING A BIOGRAPHY OR AUTOBIOGRAPHY - Have each student write either his own autobiography or the biography of another student as if the subject were now 40 years old and had held a job or jobs for many years. FICTIONAL AUTOBIOGRAPHY - Have each student write the autobiography of an inanimate object such as an orange, ping pong ball, and others including details of the work it does, what materials it is made of	

UNIT: Writing Skills

LEARNING OUTCOME(S): The student will be able to complete an application and other forms using acceptable handwriting and spelling.

Career Education Activity	Activity Evaluation/Comments
FILLING OUT FORMS - Secure job applications and any other career related forms. Cover such forms with clear plastic and set up learning center. (examples: insurance forms, tax forms, workmans' compensation, accident reports, military forms, and others) VOCABULARY LISTS - Develop a list of vocabulary and spelling words needed for filling out forms. Have the students list the terms they can't pronounce, don't understand, couldn't use in a sentence,and others. (See p. 80 TAKING CATALOG ORDERS - Using the enclosed example order form, or others, duplicate a number of copies. Have one student act as the ordering or catalog clerk and fill out different orders for three or four other students.	

UNIT: Writing Skills

LEARNING OUTCOME(S): Student will demonstrate his understanding of formal and informal usage.

Career Education Activity	Activity Evaluation/Comments
SLANG - Provide students with a prepared business letter containing slang expressions. Have each student modify the slang expressions to conform to formal usage. JARGON - Provide the students with a list containing jargon and non-jargon words peculiar to a particular profession. Have students discuss which are jargon. JARGON - Have students research a career field to find the jargon used in that field and write a composition utilizing some of these expressions.	

UNIT: Reading Skills

LEARNING OUTCOME(S): The student will display an interest in reading for pleasure.

Career Education Activity	Activity Evaluation/Comments
READING CORNER - Establish a reading corner using stories related to careers, biographies, and others. HOBBY CENTERS - Establish hobby centers with relevant materials. (Students could plan these.) FUN READING - Set aside one time period daily or weekly for "fun reading." (No teacher-assigned task to be completed by student) JOB TYPES - Have students discuss the types of books they prefer to read and occupational areas associated with these types.	

UNIT: Reading Skills

LEARNING OUTCOME(S): The student will be able to demonstrate his knowledge of vocabulary.

Career Education Activity	Activity Evaluation/Comments
BULLETIN BOARD - Have groups prepare bulletin boards of vocabulary terms from different occupational areas. VOCABULARY WORKSHEETS - Have students construct vocabulary worksheets in the form of crossword puzzles, missing leters discovering the word and others related to different occupational areas. Play Scrabble or Word-O using vocational vocabulary. HOUSEHOLD WORDS - Have groups discuss the effect of words used in advertising upon the vocabulary of the language. ACRONYMS - Investigate the acronyms, (i.e. radar, laser, scuba and others) used to name equipment and others to include "derivations" and descriptions of the equipment and/or its work. WOMEN 'S LIB - Discuss words which "Women's Lib" would want changed and then write possible revisions. Example: saleswoman-salesperson. MATCHING DEFINITIONS - Read a list of definitions to a group of students. Have each student write a word which he feels would fit each definition.	

UNIT: Reading Skills

LEARNING OUTCOME(S): The student will be able to skim reading material to locate answers to specific questions.

Career Education Activity	Activity Evaluation/Comments
SKIMMING A BIOGRAPHY - Have the students read Ben Franklin. Have them pay particular attention to the chapter on Ben's train. Ask questions which will allow them to skim this chapter for answers to specific questions. SKIMMING MANUALS - Secure several copies of Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, Bulletin No.1650.($6.25) For a small group skimming activity this manual lends itself well, for it provides occupational information which will help young people with their career plans. DICTIONARY - Students could skim a dictionary to find information other than just word meanings. Students could skim a dictionary to find examples of abbreviations related to specific occupations. (example, RFD would be used by postal clerk) SPELLING TEXT - Skim all units of spelling text to find words related to specific careers. NON-READING OCCUPATIONS - Have students list as many jobs (if any) as they can that do not require reading of some type. CLASSIFIED ADS - Tell the students to skim the classified ads to answer specific questions: Which ad(s) wants a male, at least 18, with high school education, and others. FINDING JOBS IN LITERATURE - Pick a selection from an anthology of which there are enough copies for a class. Have the class read it through once. Then have the class go back and skim to find answers to questions centered on careers, the world of work, attitudes, and others. What kinds of "jobs" did the characters involved do? Were the "jobs" mentioned often? Make a quick count. Were ages, sex, race, or nationality listed in connection with jobs, neighborhoods and relations with others? (Skimming rather than "involved" reading could be encouraged by placing a time limit on the finding of answers and/or awarding points for correct answers given first.)	

UNIT: Reading Skills

LEARNING OUTCOME(S): The student will be able to skim reading materials to locate specific information.

Career Education Activity	Activity Evaluation/Comments
AUTOBIOGRAPHIES - Have students read autobiographies and then skim for specific information about ideas related to a career (i.e. qualities needed for success in a career). REQUIREMENTS FOR CAREERS - Have students research career choices skimming for specific requirements for a career choice. (Use career pamphlets from local businesses and others.) WANT ADS - Have students skim Want Ads to locate interesting jobs. PHONE BOOKS - Have students skim phone books to find numbers of people who can help them with specific personal services. (i.e. Where can you get a poodle clipped?) LISTING OCCUPATIONS - Have students research a specific field of interest (i.e. sports) to list occupations within that field of interest.	

UNIT: **Reading Skills**

LEARNING OUTCOME(S): **The student will be able to interpret what is read and apply it to a given situation.**

Career Education Activity	Activity Evaluation/Comments
CAR MAINTENANCE MANUALS - Have the students read the instructions for the regular maintenance of the vehicle in the owner's manual of a relatively new car. Then have them write up four different lists of work to be done-individual work sheets-for the mechanics of a garage. INTERPRETING JOB APPLICATIONS - Have students bring in applications from their parents' places of work. Mark out all references to the particular place of work. Assign an application to a group of 2 or 3 students, none of whom had brought it in. The group can arrive at a consensus or at individual opinions of the type of work done, the particular industry involved, the specific place of work and others. INTERPRETING MANUALS - Have students read manuals peculiar to a particular job field (i.e. electrician, mechanic) and in one or two paragraphs describe how they would perform specific tasks or interpret specific codes (i.e. Underwriters code). STUDENT POSTMAN - Assign one or two students to be in charge of collecting and distributing a daily newspaper. BROCHURES - Have the students acquire, if possible, a brochure from the firm or company of which their parent(s) is associated. From this brochure students could devise questions they feel most others would find of interest. ANALYZING WASTEPAPER - Have a group of students collect all the wastepaper baskets within the school building . From analyzing the contents of the wastepaper basket, students are to decide the place of origin and the kind of work that had been completed in each classroom.	

UNIT: Reading Skills

LEARNING OUTCOME(S): The student will be able to interpret what is read and apply it to a given situation.

Career Education Activity	Activity Evaluation/Comments
CHARTS AND GRAPHS - Have students locate charts and graphs dealing with career related ideas, then interpret and answer specific questions or write reports on what they have discovered. EVALUATING WRITTEN MATERIAL - Have students bring newspapers, magazines (i.e. TV Guide) for evaluation. MAKING CARTOONS - Have students make a cartoon giving the basic idea of an editorial. POETRY - Have students read and interpret poetry selections that deal with careers (i.e. "Casey at the Bat"). BIOGRAPHIES - Have students read biographies and list their interpretations of personal traits needed by the characters in their stories. MURALS - Make a mural showing steps in completing an occupational project. (i.e. How Roads are Made). MAPS - Construct county or city maps depicting sites of principle industries or businesses.	

UNIT: **Reading Skills**

LEARNING OUTCOME(S): **The student will predict outcome of or draw conslusions about a given situation.**

Career Education Activity	Activity Evaluation/Comments
CREATIVE WRITING - Student will complete one of the following (or a similar situation) open end stories: John arrived late for work every morning this week ... Long hair is not permitted in this area ... Bill was not wearing his safety glasses when he entered the heavy machine area ... Mary used drugs before coming to work yesterday ... (Length of story would depend upon level of students.) DECISION MAKING - Students would pretend to be an employer or Personnel Director to whom a written complaint about a fellow employee has been submitted. Student would consider all sides of the complaint and resolve the problem. MOCK TRIAL - Students can pretend to be judges or lawyers, and given a mock trial transcript, predict a verdict. COMPLETING A STORY - Given an incomplete story, the students will provide an appropriate ending. RECIPES - Have a student read aloud the steps in preparing a dish. Have the other students decide what the dish will be.	

UNIT: Reading Skills

LEARNING OUTCOME(S): The student will be able to restate specific details from a reading selection.

Career Education Activity	Activity Evaluation/Comments
BIOGRAPHICAL SELECTIONS - Have the students read a biographical or auto-biographical selection of a person who has contributed inventions, processes, and others to the American culture. Have the students, together or individually, prepare a list of the specific inventions or creations of the person, the circumstances surrounding the actual inventing, the effect of the creation on its specific realm, the effect on the community, and others. READING ABOUT REQUIREMENTS- Read appropriate materials and prepare a list of the requirements for becoming a nurse, teacher, pilot, and others. RESPONDING TO WANT ADS - Read teacher-developed Want Ads and prepare a list of the requirements for filling a particular group of them. (i.e. Truck drivers must be 21 years of age, have a Class A license, and others.) READING RECIPES - Find and read recipes on a particular "dish." Prepare a shopping list of items necessary for the preparation of the "dish."	

UNIT: **Reading Skills**

LEARNING OUTCOME(S): The student will learn to use resource materials to secure specific information.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Have students obtain a list of abbreviations, symbols, and terms connected with a specific job or profession. Have these abbreviations, symbols, or terms defined or interpreted. A dictionary, occupational manual,and others could be used. ENCYCLOPEDIA - Students may use an encyclopedia to research the life and contributions of a famous figure of their choice. CARD CATALOG - Have each student use the library card catalog to locate all resource material related to a specific occupation or career. COMMUNITY RESOURCE - Invite local industrial personnel into the classroom to inform the group of occupational opportunities and to express the need for developing good reading habits. MEDIA - Have the students collect newspaper articles, magazine articles, and others related to specific occupations. INDEX - Discuss the index of the Occupational Outlook Handbook. MAPS - Using maps of the U.S., have students mark cities where they would most likely find a job of their choice. (i.e., A student interested in the fishing industry would point to ports along the Pacific and Atlantic Oceans, Gulf of New Mexico,and others.) COLLAGE - Make a paper collage showing community workers.	

UNIT: Reading Skills

LEARNING OUTCOME(S): The student will learn to use resource materials to secure specific information.

Career Education Activity	Activity Evaluation/Comments
VISITING MUSEUMS - Visit a museum and have students use guide brochures to learn about paintings or exhibits. (Study careers of artist before or after visit.)	
FIELD TRIP - Have students tour industries and compile a list of safety terms and develop their own safety slogans and procedures.	
LISTING SOURCES - Have students choose a career then visit the school or local library to use various sources of information (card catalog, reference books, Readers' Guide, and others.) Have them list at least 5 sources of information.	
CURRENT EVENTS - Have students read newspapers and magazines for a current events program, center or class newspaper.	
BIOGRAPHICAL SKETCH - Write a biographical sketch after researching the life of a famous person.	
THESAURUS - Have students find synonyms and antonyms in a thesaurus for words related to their chosen profession.	
DICTIONARY - Using a business letter with selected misspellings, have the student use the dictionary to correct spelling errors.	
MAGAZINES - Using magazines, have students cut out pictures of famous people, then write their own captions about the careers of these people.	
VISITING A POST OFFICE - Visit a post office to learn how mail is handled. Have students write an account of a career in this type of work.	
RESOURCE PERSON - Have a news reporter visit the classroom.	
IBM FIELDTRIP - Have students visit an IBM installation and observe procedures. Students might then design a data processing orientated resource center.	

UNIT: Reading Skills

LEARNING OUTCOME(S): The student will learn to use resource materials to secure specific information.

Career Education Activity	Activity Evaluation/Comments
OCCUPATIONAL REFERENCES - Using the Dictionary of Occupational Titles, or the Occupational Outlook Handbook, or other "career" materials, have each student develop a list of pertinent information on a different job: age of entrance, capacities and training needed, hours worked, wages earned, possibilities for advancement, hazards of the job if any and others. YELLOW PAGES - Using the block ads only of the "Yellow Pages" of the phone book, under a particular heading such as "tire re-capping," "dry cleaning," and others, prepare a list of the particular places of business, their locations, hours open, phone numbers, owners names, and any "specialty" they have. PLANNING TRIPS - Using an up-to-date map (Gulf, Exxon, and others) have them plan a trip from New York City to San Francisco. They must stop every 450 to 500 miles and if possible visit a park or rest area. Try to arrange visits to local business sites as if they were making deliveries. PREPARING BIBLIOGRAPHIES - Have the students prepare a bibliography of the books, pamphlets, brochures, and others on a career of their choice. RESEARCH - Have the students research child-labor laws, work-permit laws, and others. INVESTIGATING COMMUNITY SERVICES - Have the students investigate the function of the Chamber of Commerce, Better Business Bureau, Junior Chamber of Commerce, Employment Bureau, and others.	

UNIT: Reading Skills

LEARNING OUTCOME(S): The student will show an understanding of written directions by completing a specific task.

Career Education Activity	Activity Evaluation/Comments
SCAVENGER HUNT - Have students collect small items that could be collected easily from parents' occupations. (i.e. log book from truck driver) Develop a scavenger hunt centered around the items. ASSEMBLY OF MODELS - Have students bring any sort of model or mechanical gadget and directions for assembly to class and complete the assembly. READING LABELS - Have students bring various empty bottles of medication or labels to class. Discuss importance of following directions. WRITING DIRECTIONS - Have students write their own sets of directions for a task to be completed. Exchange and follow through with activities. Evaluate how well directions were followed. CRAFTS AND HOBBIES - Have students read directions and complete any of the following: a. Making Candles b. Making Soap c. Tie-dying d. Making an Aquarium e. Caring for Pets f. Training of Horses (or any other animal) PLAYING NEW GAMES - Play any commercial game (not one played before) a. Monopoly b. Careers c. 7 Steps to Happiness d. Other games are included in back of Language Arts section of this book. ORDER BLANKS - Have students fill out an order blank from a mail order catalog, magazine subscription, or coupon. TEST DIRECTIONS - Have students write test directions. Have other students attempt to follow those directions.	

UNIT: Reading Skills

LEARNING OUTCOME(S): The student will be able to show an understanding of written directions by completing a specific task.

Career Education Activity	Activity Evaluation/Comments
FOLLOWING WRITTEN DIRECTIONS - Have a group of boys follow the directions and complete the baking of a cake, and have a group of girls follow the directions for completing the assembly of a model automobile, airplane, boat, and others. UNDERSTANDING AUTO MANUALS - Using an automobile maintenance manual, a group of students could learn how to change a tire, change motor oil, use a jack, use jumper cables, and others. RESEARCH - Health Education: Have students research and demonstrate the procedures for mouth-to-mouth resuscitation, cardio-pulmonary resuscitation, and others. A Resusci-Anni could be acquired from local health agencies. HOMEMAKING ACTIVITIES - Using a set of directions have students produce homemade wine, vegetable canning, and others. DRESSMAKING - McCall's, Simplicity, Butterick, and Vogue Sewing Patterns lend themselves well to students interested in dressmaking. DISSECTING - A biology class could research and demonstrate plant and animal dissection. SCORE KEEPING - Have interested boys follow the directions and procedures for accurate score keeping in official scorebooks. These can be obtained from Mac Gregor, Champion, or Wilson. DRIVERS' TESTS - Obtain copies of drivers' tests for discussion.	

UNIT: Reading Skills

LEARNING OUTCOME(S): The students will be able to evaluate materials so as to make a decision.

Career Education Activity	Activity Evaluation/Comments
DRUG ABUSE - Given current information on "drugs of abuse," have each student decide what the effects would be of the use of these drugs on holding and performing his chosen job. PERSONAL - After reading material on the "personal" requirements for obtaining and holding his chosen job (i.e., dress and grooming code, social life, continuing education, and others) have each student decide whether his personal characteristics are compatible with them. ADVERTISEMENTS - Have the students read the weekly advertisements of the larger grocery stores and decide which items would be the best buy for the week. COMPARING PRODUCTS - Have students compare the pros and cons of two or more products and decide which is the better product.	

Who Am I?

GOALS OF THE CENTER:

1. To enjoy learning about myself through my handwriting
2. To improve my handwriting
3. To consider personal qualities that are helpful in different job areas

MATERIALS NEEDED FOR THE CENTER:

1. Analysis Sheets
2. Area to display sheets for students' analyses
3. A Sample paragraph to be copied by students
4. An Evaluation Sheet

DIRECTIONS:

1. Using one of the Evaluation Sheets, fill in your name and copy the Sample Paragraph in your best handwriting.
2. Give your sample to a partner who, in turn, will analyze your handwriting using the Analysis Sheets.
3. Personal Qualities should be written on the Sample Sheet and should be signed by the person checking.
4. When Sample Sheet is returned to you, decide which qualities are good ones for dealing with people and jobs. Circle these and hand your work to your teacher.

I. SAMPLE PARAGRAPH

Your intelligence, your personality, your energy, your emotions, and secret feelings are shown in your writing. In analyzing your handwriting use the clues to help you find out about yourself and your friends.

II. ANALYSIS SHEET

A. T's

1. Crossed at center "t"... disciplined
2. Hooked "t"... stubborn
3. Star "t"... sensitive
4. Ascending "t"... adventurous, imaginative
5. Descending "t"... bossy
6. Right-flying "t"... energetic
7. Left-flying "t"... cautious
8. Long "t"... vigorous

B. Letter Formation

1. Rounded -" good girl "... gentle
2. Angular -" good girl "... strong-willed
3. Thick -" good girl "... confident
4. Thin -" good girl "... sensitive

Size

1. Small - " I see it... "... careful
2. Very small - " I see it... "... stingy
3. Large - " I see it... "... active
4. Very large - " I see it... "... bossy

C. Loops

1. High - " long "... imaginative.
2. High and wide - " long "... emotional
3. Short and small - " long "... unimaginative
4. Round - " long "... friendly

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5. No loop - " long "... confident, original

6. Narrow - " long "... reserved

7. Knotted - " food "... secretive

D. Spacing

1. Connected letters - " Please sit down "... exact

2. Disconnected letters - " Please sit down. "... fanciful

3. Illegible writing - " Please sit down "... selfish

4. Downhill - " Come with me... "... expects the worst

5. Uphill - " Come with me... "... expects the best

E. Slant

1. Verticle - " The cake is good... "... good manners, intelligent

2. Forward - " The cake is good... "... warm, sensitive

3. Backhand - " The cake is good... "... suspicious

F. Dotting the "i"

1. Circle - "ℓ"... attention seeker

2. To the right - "ℓ"... impulsive

3. High - "ℓ"... imaginative

4. Directly above - "ℓ"... careful

5. Dash - "ℓ"... worrier

6. Hooked - "ℓ"... critical

G. Final Letter

1. Over - "more "... sensitive

2. Under - "more "... self-centered

3. Straight - "more "... firm

4. Absent - "more "... secretive

5. Ascending - "more"... warm

6. Descending - "more "... bossy

7. Upturned - "more "... friendly

H. I's

1. Small - "ı "... modest, careful

2. Single - "ı "... self-centered

3. Big - "ı"... warm.

4. Roman Numeral - "I"... firm

5. Tall - "ı"... loyal, proud

SAMPLE

EVALUATION SHEET

NAME .....

DATE .....

SAMPLE COPY: Your intelligence, your personality, your moods, your emotions, and secret feelings are shown in your writing. In analyzing your writing, use the clues to help you find out about yourself and your friends

ANALYSIS

PERSONAL QUALITIES:

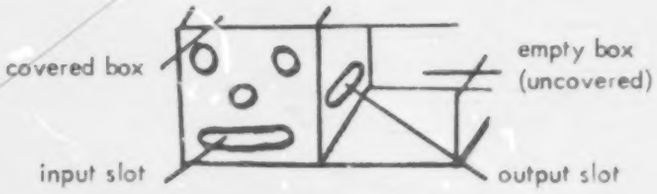
Signature of Checker _____

COMPUTER CENTER - Description

This center will be composed of the following:

1. A bulletin board showing pictures and/or job titles in many areas
   Example: Electrician, Teacher, Athlete, Astronaut, Businessman

2. A cardboard box designed to resemble a computer with an input and output slot
   Example:



3. An Interest Survey form (Example enclosed)

4. A computer Feedback Card. (Example enclosed)
   Teacher fills this out, using interest survey test. If A is chosen, check first blank, B-check second blank.

Note: Career Choice and Career Preparation
by W. J. Schill and H. E. Nichols
Interstate Printers & Publishers, Inc.
Danville, Illinois. 61832

(An excellent resource book for students completing this center)

Computer Center Goals

In this center I will read and follow directions, fill out an application form correctly, interpret information so as to make a decision, write a paragraph correctly, and become aware of various career opportunities.

Computer Center Directions

1. Fill out the Interest Survey form by circling A or B.

2. Put Interest Survey form into Input Slot of Computer.

3. Computer will send feedback card through Output Slot. (Teacher does this.)

4. Using information on feedback card, go to the bulletin board and decide which job would best fit you according to the Interest Survey.

5. Fill in your final choice on the blank provided on the Feedback Card. Put Feedback Card back into Computer through Input Slot.

6. Computer will approve your choice or request a conference. (Teacher does this.)

7. If choice is approved, take an application form and complete all directions.

8. Give completed application form to your teacher.

9. If a conference is requested, consult your teacher.

NAME _____ DATE _____

PART I. Interest Survey (Computer Center)

1. I would rather
   a. put together a model.
   b. play a game of "Tag."

2. I would rather
   a. clean my bedroom.
   b. weed the garden.

3. I would rather
   a. go to a movie.
   b. take a hike.

4. I would rather
   a. do a crossword puzzle.
   b. make an aquarium.

5. I would rather
   a. sweep the sidewalk.
   b. trim the hedges.

6. I would rather
   a. go to a Scout meeting.
   b. go to a birthday party.

7. I would rather
   a. be a leader of a game.
   b. be a player in the game.

8. I would rather
   a. paint a picture.
   b. look at a comic book.

PART II. COMPUTER FEEDBACK CARD

1. _____ Working Alone
   _____ Working With Others
2. _____ Working Indoors
   _____ Working Outdoors
3. _____ Sitting
   _____ Standing
4. _____ Mental Work
   _____ Physical Work
5. _____ Light Work
   _____ Heavy Work
6. _____ Formal Dress (Dressed-up)
   _____ Informal Dress (Casual)
7. _____ Leader
   _____ Follower
8. _____ Creative
   _____ Agreeable

Name _____ Job Choice _____

Do not write in this space: ☐ Conference desired ☐ Choice approved

TRI - COUNTY JOB APPLICATION FORM

Date _____ 19__

Name in Full (Print) _____ Social Security No. ___-___-___
First Middle Last

Local Address _____ Phone No. _____
Street City State Zip Code

In Emergency Notify _____ Phone No. _____
Name Address

PERSONAL	HOME LIFE	DEPENDENTS	PHYSICAL	BIRTH RECORD
Male ☐ Female ☐	Own Home ☐	Husband/Wife ☐	Ht. ____ Wt ____	Date of Birth
Married: Date ____	Rent ☐	Parents ☐	Right Handed ☐	Mo. Day Yr.
Single ☐ Separated ☐	Live with parents ☐	No. of Children ☐	Left Handed ☐	Age: ____
Widowed ☐ Divorced ☐	Live with relatives ☐	Ages: ____	Physical Defects:	Are you a citizen of the U.S.? ____
		____	____	Yes ☐ No ☐
			____	

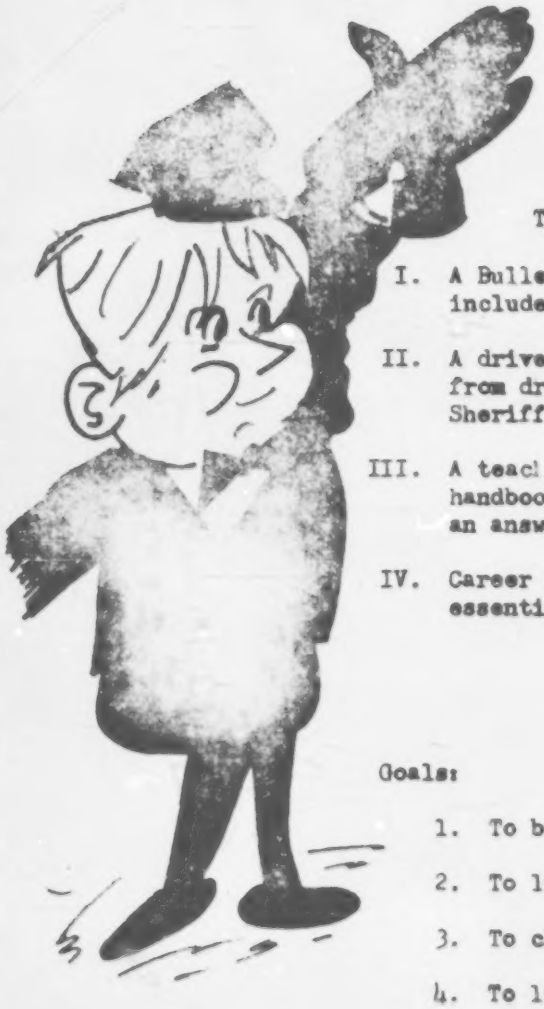
EDUCATIONAL RECORD

School	Last Year Attended	Year Graduated	Year Left School	Location	Subjects/Training
High					
College					
Other					

Are You Now Attending Any School? _____ Name of School _____

In a paragraph of at least 100 words, tell why you chose this job.

STOP
KK



CENTER DESCRIPTION

This center will be composed of the following parts:

I. A Bulletin Board showing various traffic signs... Try to include all road signs recently put into operation.

II. A driver's handbook of road rules (This can be obtained from driver training schools, Department of Motor Vehicles, Sheriff's Office, testing centers, Police Department)

III. A teacher-made test based on information read in a driver handbook (Make this self-checking, so include an answer sheet somewhere at the center.)

IV. Career information on jobs where a driver's license is essential.

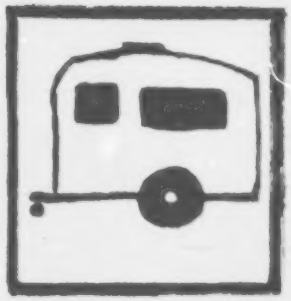
STOP CENTER
Goals and Directions

Goals:

1. To become familiar with the meaning of road signs
2. To learn rules of the road and good driving practices
3. To check my own recall of what I have read
4. To list at least 10 jobs where a driver's license is necessary

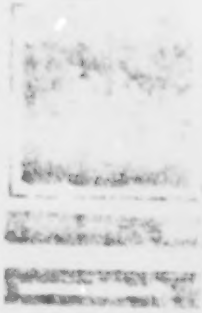
Directions

1. Make simple sketches of all signs you find on the bulletin board or around the room.
2. Find and write what each sign means. With parental help, try to locate these signs and write down their location.
3. Read and study the driver's handbook of rules.
4. See your teacher for your driver's test.
5. Complete the test, then see your teacher for the answer sheet. Check your own work carefully. Correct the ones you missed.
6. Find and list at least ten (10) jobs where a driver's license is necessary to earn a salary.
7. Staple your work together and give it to your teacher.

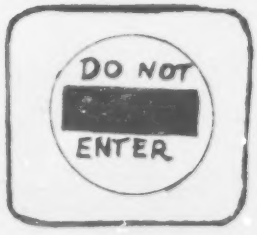


Blue Signs
(Service Signs)

Green Signs (all Guide Signs)



Red Signs (Prohibit Movement)



Traffic Signals

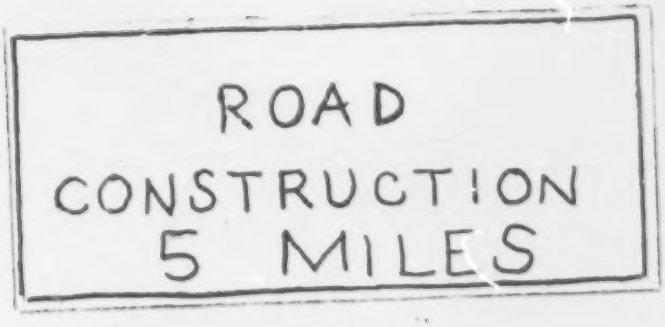
Lane Control Signals

White Signs (Regulatory Signs)

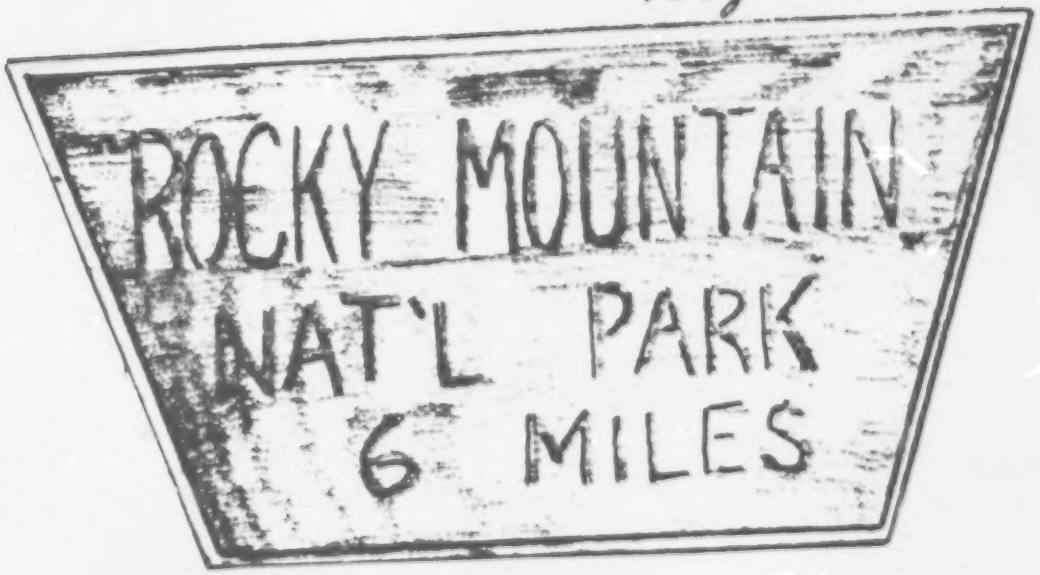
YELLOW
SIGNS

(WARNING
SIGNS)

Orange Signs
(Construction Signs)



Brown Signs are
Public Recreation Area
Signs



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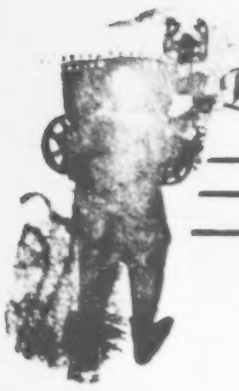
AMERICAN FOLKLORE

What job did each of these heros do?



OUTLINE OF JOB DESCRIPTIONS

Topic: Job Title

I. Nature of the work
   a. Duties and responsibilities
   b. Tools needed
   c. Special requirements
   d. Work load
II. Places of Employment
   a. Geographical location (travel required)
   b. Kind of company (large, small)
   c. Employment situation (self-employed, part time)
III. Qualifications
   a. Training
   b. Advancement
   c. Special skills
   d. Experience
IV. Employment Outlook
   a. Jobs available
   b. Future opportunities
V. Earnings
VI. Working Conditions
   a. Personal requirements
   b. Location
   c. Fringe benefits
VII. Sources of Additional Information

IF YOU HAVE MOVED SINCE LAST ORDER or the address on catalog you received was wrong, please show old address or incorrect address here.

Street Address _____ Rural Route _____ R.R. Box No. _____

City, Town or P.O. _____ State _____ Zip Code _____

IMPORTANT: HELP US FILL YOUR ORDER CORRECTLY
Give full information about car or truck for which merchandise is ordered.

MAKE OF CAR: (Chev., Ford, Plymouth, etc.)	**MODEL** (Impala, Galaxie, Fury, etc.)
YEAR (1970, 1971, 1972)	**BODY STYLE:** (Sedan, Conv. Hdtp., Sta. Wgn., Etc.)
POWER STEERING ☐ POWER BRAKES ☐	AUTO TRANS. ☐ STANDARD TRANS. ☐
NO. OF DOORS	NO. OF CYL. / WITH OVER DRIVE WITH AIR COND. ☐

THIS MERCHANDISE ORDERED FROM CATALOG NO. _____

IMPORTANT: PRINT YOUR NAME AND ADDRESS BELOW AS IT APPEARS ON THE LABEL OF YOUR CATALOG

Date _____

Rush To (Please Print)

Name _____
First Name Middle Initial Last Name

Street Address _____ P.O. Box ☐ Rural Route ☐ R.R. Box ☐

City _____

State _____ **Zip Code** _____

SHIP TO ANOTHER ADDRESS? If you want this order shipped to another person or different address give directions here.

NAME _____

Street Address _____ P.O. Box ☐ Rural Route ☐ R.R. Box ☐

City _____ State _____ Zip Code _____

PAGE NO.	STOCK NUMBER	DO NOT WRITE IN THIS COLUMN	HOW MANY	DESCRIPTION OF ITEM	SIZE OR COLOR	SHPG. LBS.	WT. OZ.	DO NOT WRITE HERE	PRICE FOR ONE ITEM, PAIR, ETC. Dollars	Cents	TOTAL PRICE Dollars	Cents

PLEASE DO NOT WRITE IN THIS SPACE.

TOTAL WT. LBS. _____ OZ. _____

TOTAL FOR GOODS (Please Print Clearly. $7.50 and $100 Limit on Charge Card Orders)			
Sales Tax (Where Applicable)			
FOR POSTAGE (No Postage Stamps Not Used)			
INSURANCE FEE FOR PARCEL POST SHIPMENTS			
Amount Sent With Check, Money Order, Charge Card Order or Cash			
TOTAL ENCLOSED (Check, Money Order)			

PLEASE DO NOT WRITE IN THIS SPACE.

HOW TO SEND MONEY. The best way to send money is by post office money order, express money order, or by bank draft or check. The mail carrier will buy a post office money order for you if you write a local note. **DO NOT SEND CURRENCY OR STAMPS.**

HOW SHALL WE SHIP? (Check Box)

Parcel Post ☐	Railway Express ☐	Truck Freight ☐	Best Way ☐

Any mistake in your item will be straightened out. But if you are in the large or fat items to meet our requirements, we will do as we feel best.

IMPORTANT: Please use separate sheet of paper for any inquiry not directly connected with this order. This will speed handling of order and inquiry.

C.O.D. ORDERS

Avoid C.O.D. shipments. But if you must order C.O.D., **ORDERS MUST BE ACCOMPANIED BY 25% MINIMUM DEPOSIT.** C.O.D. fees amount to $1.00 or more on most orders. C.O.D. orders require 3 or more days additional delivery time. SAVE TIME, MONEY BY SENDING FULL REMITTANCE WITH OR-DER. **NOTE:** Alaska, Hawaii, Puerto Rico, Virgin Islands, Canal Zone, APO and FPO customers remit in full on all orders. NO C.O.D.'s ACCEPTED.

3AA4

THIS FLAP IS GUMMED
MOISTEN AND SEAL
IF YOU HAVE MOVED SINCE YOUR LAST ORDER
PLEASE GIVE OLD ADDRESS

Number of Cards Desired _____ Credit Line Requested Up To $ _____

Please Print Clearly

Name _____ Spouse's First Name _____

Address _____ ☐ Own ☐ Rent Home Phone _____

City _____ State _____ Zip _____ Years at Present Address _____

Previous Address, if less than 3 years at Present Address _____

City _____ State _____ Zip _____ Your Date of Birth _____

☐ Married ☐ Single ☐ Divorced/Separated ☐ Widowed

Number of Dependants _____

Monthly Rent or Mortgage Payment _____

Your Social Security Number _____

Employer _____

Address _____

City _____ State _____ Zip _____

Business Phone _____

Years at Present Employer _____ Position _____

Badge or I.D. Number _____

Annual Salary _____

Previous Employer and Address _____ No. of Years _____

Other Income _____

Source of Other Income _____

Mr. Mrs. Miss Name and Address of nearest relative not living with you. _____

Bank with: Checking _____ Branch _____

Savings _____ Branch _____

List other Credit Cards, Charge Accounts and Loans

_____

_____

_____

I certify the above statements are true and complete and agree that the answers stated on this application (which shall remain the property of BT Credit Co. Inc. "Issuer") as well as any other credit information relative to me may be investigated, and in addition, upon application or request, may be exchanged by said Issuer with others. If a [redacted] card is issued to me, my use thereof shall be subject to all the terms and provisions of Issuer's Retail Installment Credit Agreement which shall accompany and apply to such Card.

Mr. Mrs. Miss _____

Signature of Applicant

Do Not Use This Space

TYPE 1 3 5 7 2 4 6 8

CODE _____

C L 3 4 _____

AREA _____

NO. 1 2 3 4 _____

Approved by _____

Date _____

B C D E F G H

J K L M P Q R

Membership in Civic, Social, Fraternal or Professional Organizations .....

.....

Hobbies, Recreations, Interests .....

.....

PREVIOUS BUSINESS EXPERIENCE

(Start with present position, use additional sheet if necessary.)

(1) Firm ..... Address .....

Title ..... Department .....

Just what did you do ..... Date From ..... to .....

Immediate Superior ..... His Present Address & Phone No. .....

Salary ..... Reason for leaving .....

What do you like most about your job? .....

What do you least enjoy? .....

(2) Firm ..... Address .....

Title ..... Department .....

Nature of Work ..... Date From ..... to .....

Immediate Superior ..... His Present Address & Phone No. .....

Salary ..... Reason for leaving .....

What do you like most about your job? .....

What do you least enjoy? .....

(3) Firm ..... Address .....

Title ..... Department .....

Nature of Work ..... Date From ..... to .....

Immediate Superior ..... His Present Address & Phone No. .....

Salary ..... Reason for leaving .....

What do you like most about your job? .....

What do you least enjoy? .....

What minimum income would you need if the job were otherwise interesting & promising .....

What income would you need to enable you to live as you would like to live? .....

What are your future plans? .....

.....

.....

Do we have your permission to contact your present employer .....

Signature ..... Date .....

Employment Record

Complete in pencil by printing or longhand. Please give specific answers such as the exact sport or school subject. Similarly make job history complete including dates, type of work, etc. All information given is held in confidence and your present employer will not be contacted without your consent.

Mr., Mrs., Miss ..... Social Security No. .....

Address ..... Phone .....

In Case of Emergency Notify ..... Address ..... Phone .....

Date of Birth ..... Age ..... Place of Birth ..... U.S. Citizen .....

Home owned ..... Rented ..... Apartment ..... Room ..... Security Clearance .....

Single ..... Married ..... Children (No.) ..... Given Name & age of Spouse .....

Date of Marriage (s) ..... Date Divorced (s) ..... Date of Separation (s) .....

Father's Name ..... Health ..... Occupation or former Occupation .....

Mother's Name ..... Health ..... Occupation or former Occupation .....

Ages & Occupations of Brothers & Sisters .....

MILITARY SERVICE:

Branch ..... Country .....

Date of Entry ..... Date & Type of Discharge ..... Rank at Discharge .....

Reserve Status: Present membership and rank ..... Drill Period .....

EDUCATION

Indicate Highest Grade Completed: Elementary 6 7 8 High School 1 2 3 4 College 1 2 3 4 5 6

High School & College (s) Attended .....

Major ..... Minor .....

Degree (s) and Year each was awarded .....

Most Recent Grade Average ..... Ranked ..... of ..... Class offices held .....

Special Study, Research, Service Courses, or other training .....

.....

Favorite Subjects in School ..... Subjects least liked .....

Extra-Curricular Activities: High School .....

College .....

Languages other than Engish: Speak ..... Read .....

PHYSICAL DATA

How is your health ..... Vision ..... Hearing .....

Date of last physical examination ..... Color Hair ..... Color Eyes ..... Height ..... Weight .....

Any impairments, chronic ailments or recent illnesses or operations .....

How many days have you missed during last 12 months due to illness .....

EMPLOYMENT RECORD

Desired Shift 1__ 2__ 3__ Referred to us by _____ Date _____ 19____

Name in Full (Print) _____ Social Security No. _____
First Middle Last

Local Address _____ Phone Number _____
Street City State Zip Code

In Emergency Notify _____ Phone Number _____
Name Address

PERSONAL	HOME LIFE	DEPENDENTS	PHYSICAL	BIRTH RECORD
Male ☐ Female ☐ Married: Date _____ Single ☐ Separated ☐ Widowed ☐ Divorced ☐	Own Home ☐ Rent ☐ Live with Parents ☐ Live with Relatives ☐ Room ☐	Husband or Wife ☐ Parents ☐ No. of Children ☐ Ages: _____ _____	Ht. ___ Wt. ___ Right Handed ☐ Left Handed ☐ Physical Defects: _____ _____	Date of Birth: _____ Mo. Day Yr. Age: _____ Are you a citizen of the U.S.? ___ Residence during past 5 years: _____

EDUCATIONAL RECORD

School	Last Year Attended					Year Graduated	Name of School	Location	Subjects or Training
High _____	1	2	3	4					
College _____	1	2	3	4					
Other _____	1	2	3	4					

Are You Now Attending Any School? _____ Name of School and Location _____

EMPLOYMENT RECORD
(page 2)

In a paragraph of at least 100 words, tell why you chose this job.:

Were you ever employed by this Company _____ If so, when _____ In what capacity? _____

Are you now employed? _____ If so, by whom? _____ Why do you wish to change employment? _____

What type of work do you prefer? _____

Names of relatives employed by this Company _____

Have you ever had any injury or accident for which you received compensation or insurance? _____

If so, give details _____

Wife's maiden name or husband's name _____ Husband's or Wife's Employer _____

If you have a police record state offense; when, where and disposition _____

U.S. Military or Naval Experience _____

Reason for termination of service _____

Place and Date of Enlistment _____ Place and Date of Discharge _____

Branch of Service _____ Present Draft Status _____

EMPLOYMENT RECORD
(page 3)

PERSONAL REFERENCES

NAME AND ADDRESSES OF TWO REFERENCES OTHER THAN RELATIVES

(1) Name _____ (2) Name _____

Address _____ Address _____

Phone _____ Phone _____

PREVIOUS EMPLOYMENT

Names of Concerns worked for, beginning with Last Employer	Date of Employment	Kind of Work	Rate	Reason for Leaving
(A) Name _____	From _____			
Address _____	To _____			
(B) Name _____	From _____			
Address _____	To _____			
(C) Name _____	From _____			
Address _____	To _____			

AGREEMENT

I hereby authorize all persons to give any information regarding my employment and I also release them and the company with whom they are associated from any liability for any damage whatsoever for furnishing such information.

I hereby declare all statements made in the employment record to be true and if, upon investigation, any statement is found to be false, it will constitute sufficient grounds for dismissal.

I understand that working hours, pay periods, rates of pay, time off allowance, promotions, demotions, transfers, special insurance, bonus plans and any other special benefits shall be established by the employer and all changes thereto shall be at the discretion of the employer as allowed by law.

The undersigned has read the foregoing statement and agreement and hereby consents to all the terms and conditions contained therein.

Witness: _____ Date: _____ Signature of Applicant: _____

Fill out completely. Moisten.

CREDIT CARD CHARGE APPLICATION

Do Not Write Here → 1 2 3 / 4 5 6 / 7 8 9

Date	Account No.
A R	CL/RSN
	By

IMPORTANT: Please PRINT. If married woman, apply under husband's name.

Miss / Mrs. / Mr. | Last Name | First | Middle Initial

Address | Number and Street | City and State | Zip Code

Previous Address | Number and Street | City and State

Wife's First Name and Initial | No. Children | ☐ single ☐ married ☐ Div. Sep. ☐ Widower

Apt.No | How Long? | ☐ Own Home ☐ Rent ☐ Live/Parent | Home Phone No. | Business Phone No.

How Long? | Your Birth Date | Wife's Birth Date | Applicant Soc.Sec.No.

Name of Business or Employer | How Long | Annual Income $

Business Address | Position

Name of Previous Business/Employer | How Long | Annual Income $

Business Address | Position

Name of Wife's Business/Employer | How Long | Annual Income $

Business Address | Position

Name and Address Nearest Relative Not Living With You | Relationship

☐ Reg. ☐ Spec. Checking (Bank Name,Branch,Location and Account Number)

Savings (Bank Name,Branch,Location and Account No.)

Loans (Name of Bank,Location,Finance Co., or Other Creditor)

Credit Established At (Name of Card or Store and Account Number)

1.
2.

DO NOT WRITE HERE | Line | Reg. | Branch | Source | MS | SX | Soc.Sec.No. | Birth | Inc. | JB. | OA | DDA. No. | SV | IN | SD | PR | OW

Finance charges will be made in amounts or rates not in excess of those permitted by law.

Cardholder (Buyer) Signature: Date:

101

Additional Cardholder: Relationship:

102

WORD HUNT

-- Can you find the ten jobs hidden here?

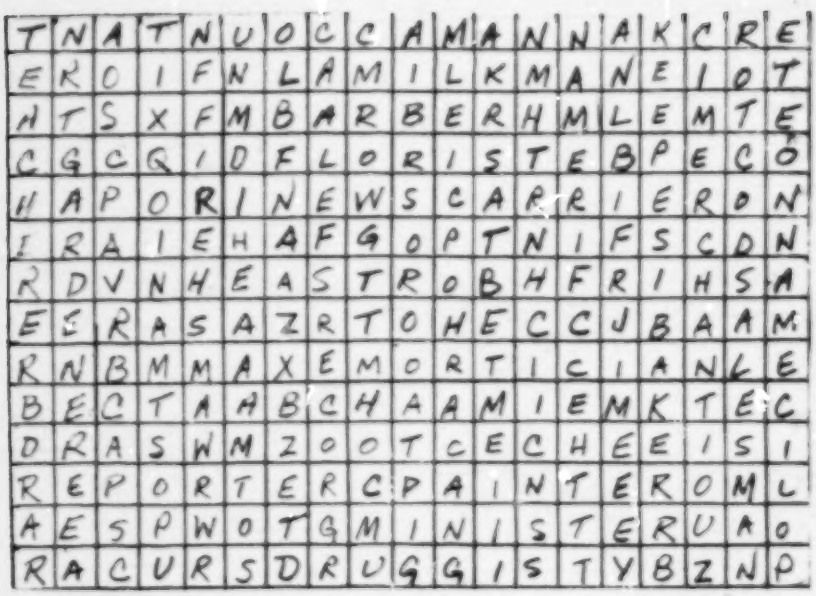
M	W	i	A	T	X	B	P	T	A	G	A
O	E	G	O	B	F	O	R	E	M	A	N
C	L	C	S	E	C	R	E	T	A	R	Y
Y	D	O	H	E	P	L	U	M	B	E	R
P	E	C	X	A	L	O	V	N	O	P	E
A	R	H	D	E	N	T	I	S	T	R	Y
Z	X	f	K	M	U	I	A	B	M	O	S
I	J	Y	M	E	R	B	C	O	O	K	S
S	T	Y	P	I	S	T	A	H	B	E	T
R	X	Q	L	O	E	B	Y	G	B	O	Y

Teacher:

1. With good groups you may want to add time element- 4 min - excellent, 6 min. - good, 8 min. - fair, 10 min. - ? .

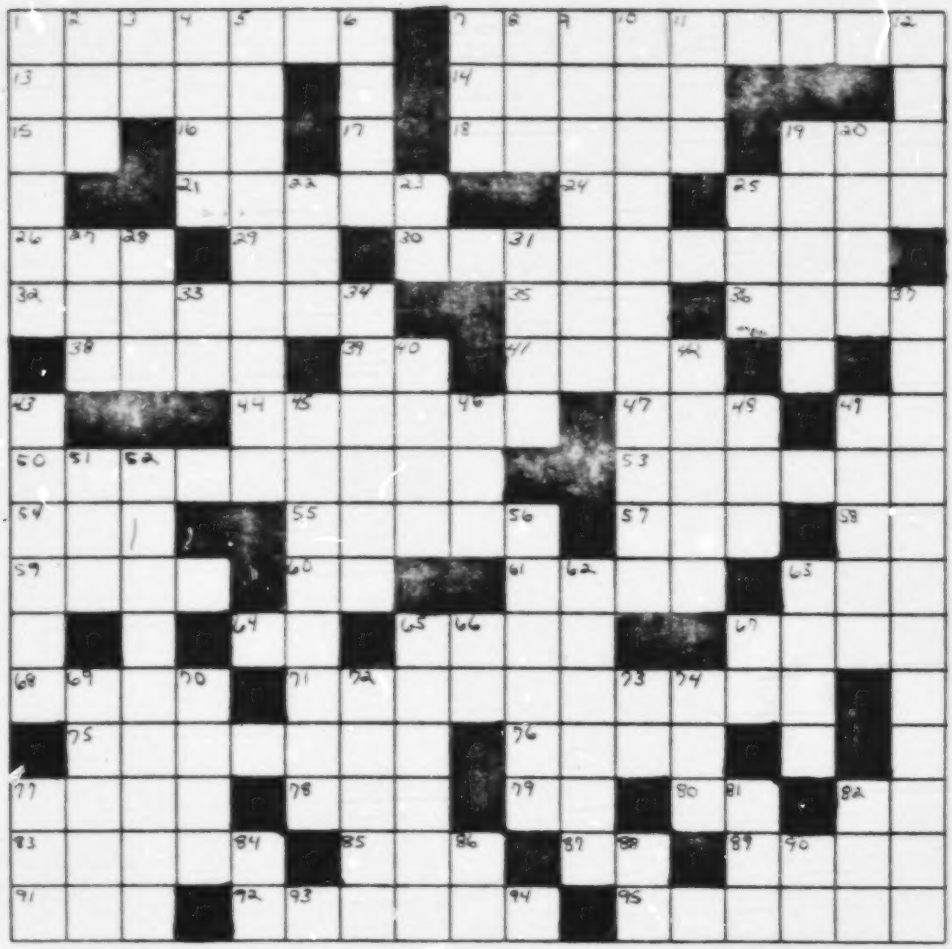
2. With slow groups you may want to put words on board and have students circle jobs on their sheet.

JOBS AROUND THE NEIGHBORHOOD



Baker
Accountant
Car Hop
Doctor
Policeman
Fireman
Mortician
Postman
Milkman
Sheriff
Cab Driver
Grocer
News Carrier
Barber
Painter
Gardener
Reporter
Florist
Minister
Druggist
Teacher
Salesman
Merchant

CAREER TERMS



ACROSS

1. merchandise brought from a foreign country
7. hobby
13. scold
14. condition after long day's work
15. prefix meaning earliest or oldest
16. preposition
17. article or noun marker
18. rips
19. mother
21. domain or kingdom
24. cent (abbrev.)
25. sound of voice expressive of mood
26. conjuction or coordinating connective
29. brand of cola drink
30. one who requests a job
32. state of being naive
35. American Expeditionary Force (abbrev.)
36. gaseous element used in lights
38. worker held in contempt, given little or no pay
39. General Practitioner (abbrev.)
41. Egyptian goddess of motherhood
44. the profession for which one trains
47. slang for to "fire"
49. impersonal pronoun
50. arrangement or contract
53. plan for things to be done; program
54. fish eggs
55. literary composition
57. process of spreading and scattering for drying
58. Living Room (abbrev.)
59. coffee (German)
60. Recording Secretary (abbrev.)
61. Indian tribe of Southwest
63. marked by an air of otherworldliness
64. foot soldier in US Army
65. Society for Prevention of Cruelty to Animals (abbrev.)
67. to dwell on a subject endlessly
68. black, odorless liquid used in roofing, road surfacing, etc.
71. abilities, qualifications, or fitness for a position
75. fluid that has seeped through
76. adverb--in addition
77. skin problem
78. identify woman by maiden name
79. conjunction or subordinating connective
80. No Cost (abbrev.)
82. nickname for Alfred
83. bags
85. National Cash Register (abbrev.)
87. Egyptian god of the sun
89. African republic formerly Sudan

ACROSS

91. a large primate; a large uncouth person
92. tenth parts of an income
95. meeting for the analysis and treatment of cases in some special field

DOWN

1. man who sells ice
2. unit equal to the reciprocal of the OHM
3. ; approx. 3.14
4. scent; smell
5. person asked to certify the qualifications of a person seeking employment
6. device with raised symbol used to certify documents or signatures; device used to secure against tampering
7. American Telephone and Telegraph (abbrev.)
8. strive, contend as with another for a position
9. persons giving wise or authoritative opinions
10. a document certifying that one has fulfilled the requirements of and may practice in a field
11. advertisements
12. identification of a person
16. conjunction or coordinating connective
17. suffix
19. medium of exchange; coins or bills
20. preposition
22. do or dramatize
23. mom
25. acquired from being in the sun
27. short sleep, never to be taken on the job
28. various cutting, shaping or molding tools
31. team or 2 alike
33. Verbal Order (abbrev.)
34. exit
37. official who certifies documents
40. writing instruments which use ink
42. people displaying great wisdom
43. public place for trading; expose for sale
45. citizen of the U.S.
46. Estimated Time of Arrival (abbrev.)
48. nickname for Edward
49. one who is inactive, not working
51. tree of India
52. statement certifying the qualifications of a person seeking employment
56. plant of the lily family
62. one whose occupation is making or altering clothes
63. rapid
65. talk
66. Professional Associates (abbrev.)
67. personal pronoun, male
69. American Society of Composers, Authors and Publishers (abbrev.)
70. look for, search
72. one who acts in the name of another
73. ____ _____ Eliot, American-born poet
74. charged atomic particle, lost or gained an electron
76. conjunction or subordinate connecti-
77. American Standards Association (abbrev.)
81. nine hundred and one in Roman Numerals

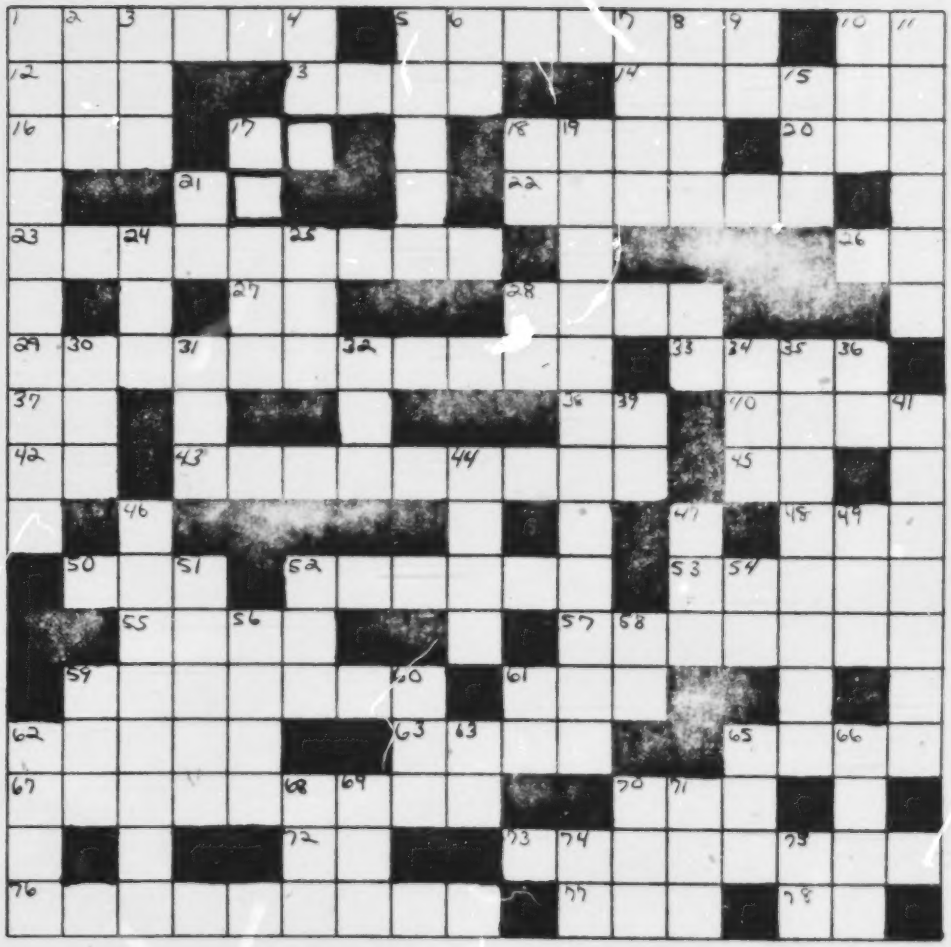
60

DOWN

82. Mohammed or McGraw
84. street (abbrev.)
86. preposition--regard to
88. Alternating Current (abbrev.)
90. article or noun marker

CAREER TERMS

INDUSTRIAL TERMS



INDUSTRIAL TERMS

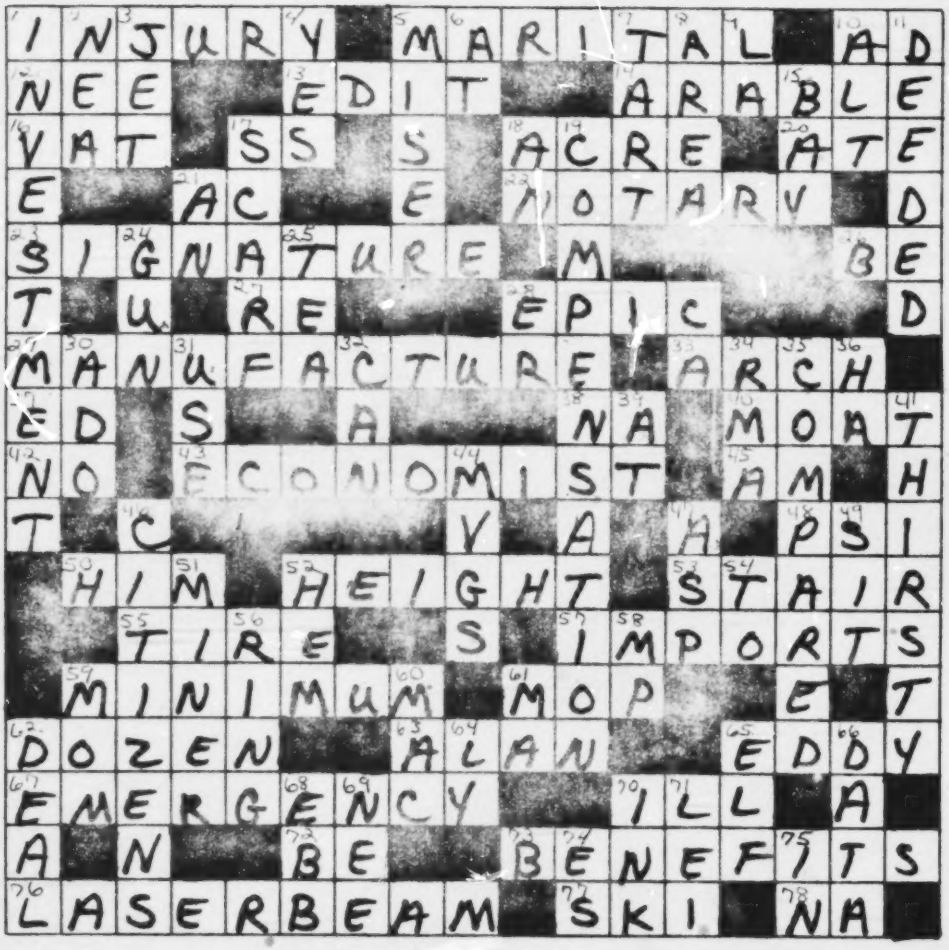
ACROSS

1. Hurt; damage.
5. Relating to marriage.
10. Short for advertisement.
12. Used to identify a woman by her maiden name.
13. To prepare a newspaper.
14. Used to describe tillable land.
16. Barrel used for making liquor.
17. Social Security (abbr.)
18. A unit of land.
20. Past tense for "eat."
21. Alternate Current (abbr.)
22. _____ Public.
23. What you might place on a personal check.
26. To exist.
27. Second note on musical scale.
28. Long, narrative poem.
29. To make something from raw materials.
33. Curved part of the foot.
37. Short for Edward.
38. Not Applicable. (abbr.)
40. Usually surrounds a castle.
42. Negative.
43. Specialist concerned with analysis of the production, distribution, and consumption of goods and services.
45. Ante meridiem. (abbr.)
48. Pounds/Square Inch. (abbr.)
50. Opposite of "her."
52. Tallness.
53. "Up the Down _____Case."
55. Women hate to change one.
57. Opposite of "exports."
59. The least possible.
61. Used to clean a floor.
62. Thirteen less one.
63. Boy's name.
65. Small whirlpool.
67. Why a Rescue Squad is needed.
70. Sick.
72. Beryllium (abbr.).
73. Fringe _____.
76. Space guns utilize this (2 words).
77. To travel over snow using 2 strips of wood.
78. North America. (abbr.)

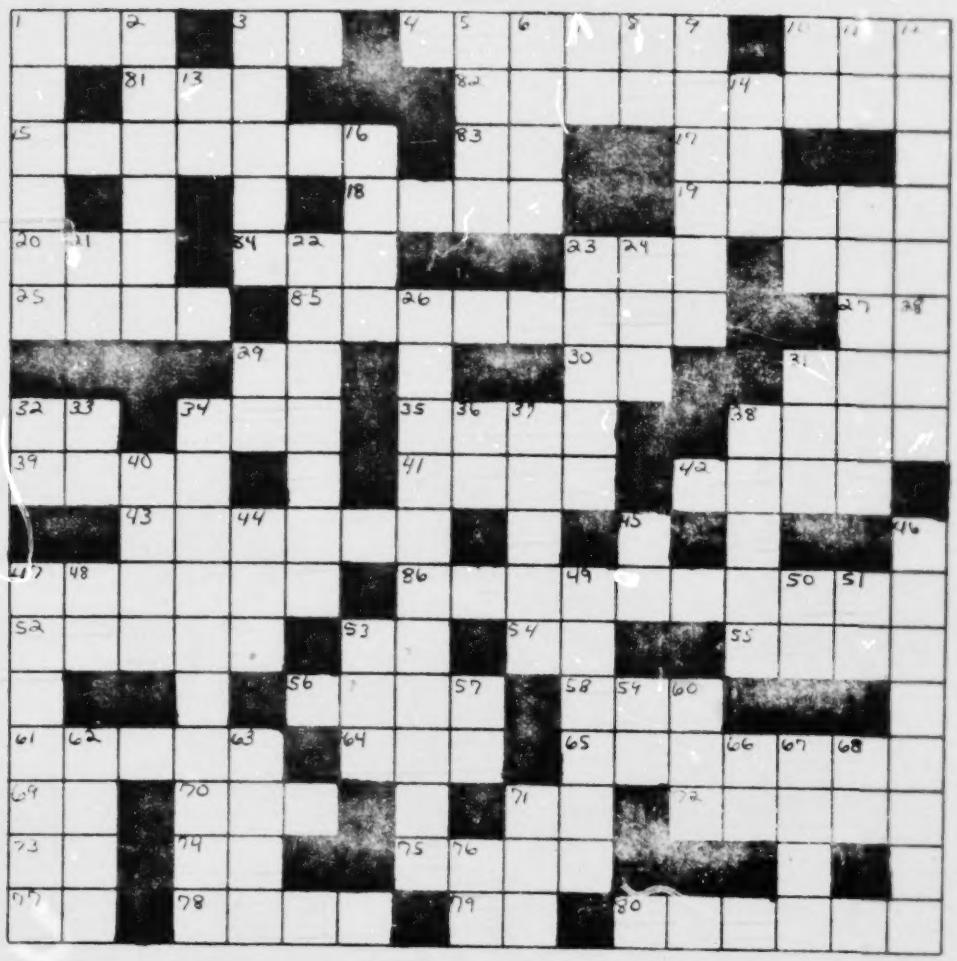
DOWN

1. An outlay of money for profit.
2. Teachers' organization. (initials)
3. Joe Namath is one.
4. Affirmative.
5. Uncle Scrooge is one.
6. Popular expression, "Where it's ____."
7. Sour.
8. Limited piece of land.
9. Los Angeles (abbr.).
10. Alternate (abbr.).
11. Signed over.
15. Chesapeake ___.
17. Bandana.
18. Article used before vowel sound.
19. Payment to an injured worker.
21. Suffix meaning "related to."
24. Pistol.
25. Boston ____ Party.
28. Common suffix.
30. Confusion; difficulty.
31. To put into action.
32. A cylindrical receptacle.
34. Royal Military Academy. (initials).
35. Contrasted.
36. Kind of laugh.
39. Atomic. (abbr.)
41. Being dry in the mouth or throat.
44. They are used to hold liquids.
46. People of the community.
47. It killed Cleopatra.
49. Opposite of "stand."
51. Person that works underground.
52. Bottom of a skirt.
54. "____ Sir, With Love."
56. Worn on the finger.
58. Military Police (abbr.).
59. Short for "Mother."
60. Beginning of many Scottish and Irish last names.
61. Massachusetts (abbr.)
62. "Let's Make A _____." (T.V. show)
64. Common adverbial suffix.
65. A Santa Claus helper.
66. New occupational field, ____ Processing
68. _____tide.
69. Same as 12 Across.
70. Fluid used for writing.
71. Hawaiian wreath of flowers.
74. Plural ending.
75. Opposite of out.

INDUSTRIAL TERMS



OCCUPATIONS



OCCUPATIONS

ACROSS

1. Major (abbr.).
3. Present tense of did.
4. Job Payment.
10. Mountain (abbr.).
15. Doctor in Operating Room.
17. Officer Commanding (intials).
18. Old wine or cheese had done this.
19. Medium of exchange.
20. For Examples (abbr.).
23. Professional Golfers Association (abbr.).
25. Returned (abbr.).
27. beside.
29. Peabody Institute (initials).
30. Lieutenant (abbr.).
31. Voice of America (initials).
32. Alternating Current (short form).
34. International Phonetic Alphabet (initials).
35. Alone.
38. Chore.
39. Stage of Rocket Lift-off (slang).
41. A butcher deals with this.
42. Leftovers.
43. Sailor's leave.
47. Medical Practitioner.
52. All.
53. Mail Order (abbr.).
54. Masculine pronoun.
55. _____ Fu.
56. White powder.
58. Carney or Linkletter.
61. Instruct.
64. Career.
65. Telephone Workman.
69. Iowa (abbr.).
70. Doctor of Theology (abbr.).
71. Professional Engineer. (abbr.).
72. Skilled occupation.
73. Sworn statement (abbr.).
74. Preposition.
75. Three feet.
77. Abbreviation for Teletype Writer.
78. Metal track.
79. Buyer's Option (abbr.).
80. Legal person.
81. United Press International (abbr.).
82. Uses hammer and nails.
83. Registered Nurse (abbr.).
84. Saturday (abbr.).
85. Career.
86. Specialist.

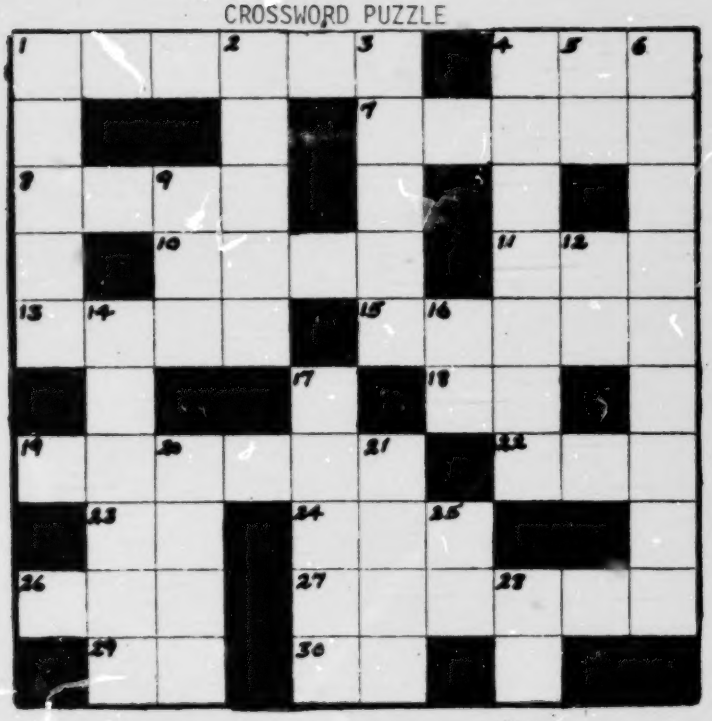
DOWN

1. Qualified to teach apprentices.
2. One who serves on a jury.
3. A dietician would be concerned.
5. Measurement of land.
6. Property.
7. Acknowledgement of Receipt (abbr.).
8. Reply Paid (abbr.).
9. Naval Petty Officer.
10. Mountain (abbr.)
11. Exist.
12. One of the armed forces.
13. Page (abbr.).
14. Non-commissioned Officer (abbr.).
16. North Atlantic Treaty Organization (abbr.)
21. Xenon (symbol).
22. One who flies.
23. Commander of an airplane.
24. Obtained.
26. Study of hair, skin, and nails.
27. Employer.
28. Talk persistently.
29. Parcel Post (abbr.).
31. Large vessel for holding liquids.
32. Bachelor of Arts (abbr.).
33. Cubic (abbr.).
34. Teacher.
36. Old English (abbr.).
37. Fastener.
38. Cargo hauler.
40. Grand Prix.
44. Barge.
45. United Nations (abbr.).
46. Designer.
47. Pulls teeth.
48. Egg (scientific term).
49. Cured.
50. International unit (abbr.).
51. Article used before beginning vowel sound.
53. Major (abbr.).
57. Confined to barracks (abbr.).
59. Rhode Island (abbr.).
60. Dynamite (abbr.).
62. Direction.
63. Housing and Finance Agency (abbr.).
66. Comparative Adjective ending.
67. Not few.
68. After Christ (abbr.).
71. Paid expert.
76. Same as 32 Down.

OCCUPATIONS

MAJ DO SALARY IAB A
A UPI CARPENTER
SURGEON RN OC M
T I T AGED MONEY
EXS SAT PGA
RETD VOCATION BY
PI O LT VOA
AC IPA SOLO TASK
BURN T MEAT ORTS
ASHORE T U U E
DOCTOR TECHNICIAN
EVERY MO HE KUNG
N U TALC ART I
TEACH JOB LINEMAN
IA THD G PE TRADE
SS OF YARD N E
TT RAIL BO LAWYER

CROSSWORD PUZZLE



Across

1. a person who farms
4. get something for money
7. by yourself
8. water from the sky
10. animal with flippers
11. decay
13. job
15. said
18. expression of dismay
19. people who dive
22. unhappy
23. abbreviation for Old English
24. took in food
26. insect
27. yellow bird
29. rhymes with go
30. abbreviation for Kentucky

Down

1. lost a job
2. nickels, quarters, dollars
3. trains run on them
4. takes for a short time
5. abbreviatiin for United Nations
6. day before today
9. ending meaning "one who"
12. alright (all right)
14. AFL-CI), UAW, for example
16. father
17. train _____
20. refuse
21. remain
25. name for a letter
28. abbreviation for Anglo Saxon

CROSSWORD PUZZLE

1 F A R 2 M E 3 R 4 B 5 U 6 Y
I O 7 A L O N E
8 R A 9 I N I R S
E 10 S E A L 11 R 12 O T
13 D 14 U T Y 15 S 16 P O K E
N 17 T 18 A W R
19 D I 20 V E R 21 S 22 S A D
23 O E 24 A T 25 E A
26 A N T 27 C A N 28 A R Y
29 S O 30 K Y S

OCCUPATIONAL RUMMY

Occupational Rummy is played with a deck of 55 cards (see instructions below). Two to four players may participate.

Rules for play:

1. One of the players shuffles the cards and deals one card at at time beginning with the player to his left. The first person to get a Business card (blue) becomes the healer.

2. The dealer shuffles the cards and deals seven(7) cards, one at a time to each player. The remainder of the deck is placed face down on the table. The top card is then turned face up and placed to the left of the deck.

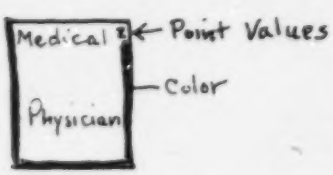
3. The first player to the left of the dealer draws a card from the pile or takes the card which is face up. When he has discarded a card from his hand by placing it face up to the left of the pile, his turn is over. The next player in turn follows the same procedure, and others

4. When a player accumulates 3 cards of the same occupational field, he may lay then down on the baord face up. He, or other players may add to these by laying cards on the board face up in front of nimself. The hand is over when one player has no more cards in his hand after discarding. A player is not out until he discards.

The point values of the cards are then counted. (see table) The player who reaches 250 point first is the winner.

A deck of 55 cards should be constructed as follows:

Example :



Group 1: Medical (red) (2 points)

Physician
Podiatrist
Veterinarian
Optometrist
Medical assistants
X-Ray Technicians
Nurse
Dental Technician
Dentist
Opthalmologist
Pediatrician

Group 2: Construction (green) (2 points)

Electrician
Plumber
Mason
Foreman
Carpenter
Metal worker
Welder
Sheetmetal worker
Heavy Equipment Operator
Truck Drivers
Concrete Workers

Group 3: Automative (yellow) (1 point)

Mechanic
Car Washer
Service Station Attendant
Grease Rack Boy
Auto Parts Man
Auto-body Repairman
Tire Changer
Auto Paint Man
Undercoat Man
Mechanic's Helper
Service Manager

Group 4: Personal Services (black) (1 point)

Busboy
Waitress
Cosmetologists
Elevator Operator
Cook
Maitre D'
Chef
Dishwasher
Desk Clerk
Cashier
Bell Boy

Group 5: Business (blue) (i point)

Stenographer
Secretary
Typist
Office Boy
Stock Boy
Clerk
Cashier
Credit Manager
Personnel Manager
Salesperson
Floor Walker

Rules for playing CLASSROOM
(2 - 6 players)

1. Make six (6) report cards with grades A, B, C, D, E, and F. This will determine the order in which players are to move across the board.

2. Each player chooses a token and places it on the first desk beside the teacher's desk. Remain at your desk until you receive a card that tells you to move forward.

3. Each player then chooses a report card from a pile which has been shuffled and placed face-down on the playing board. Players move across the board in order of grades received ..... "A" moves first, "B" second, "C" third and others.

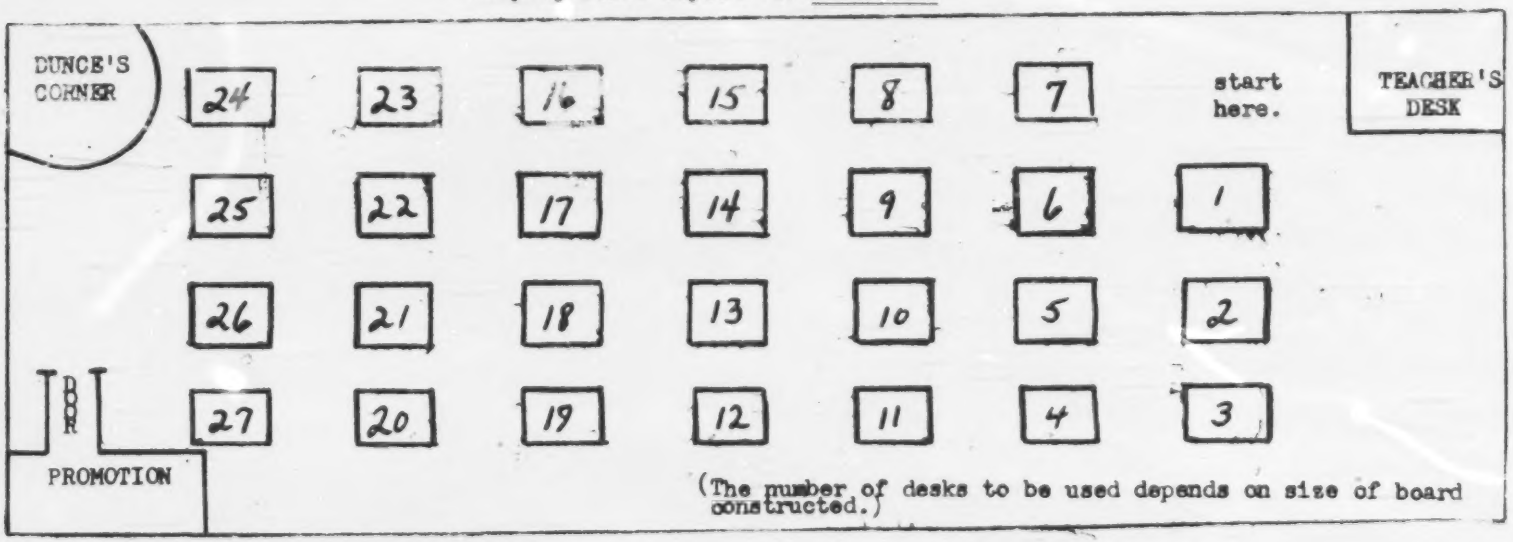
4. Player A shuffles the playing cards and places them on the playing board face-down.

5. Player A chooses top card in the deck and moves across the board the number of spaces indicated on the card he has drawn. If a move cannot be made exactly as directed, player must remain where he is and lose that turn.
   Example: Player is only 2 spaces from the door and chooses a card that would move him 4 spaces ahead. This is one space too many to make way through the door, therefore, he must remain where he is.

6. The game continues until a player moves from the last seat through the door!

7. When a player draws a card that directs him to the Dunce's Corner, he will lose a turn and then return to the desk he occupied prior to drawing the card that sent him to the Dunce's Corner.

Playing Board Layout for Classroom



CLASSROOM CARDS

Teacher: Playing Cards should read as such. Duplicate, cut out, and paste on cards.

You did not do your homework. Move back 2 spaces.

You always bring your pencil and paper to class. Move ahead 2 spaces.

You've been late for class twice this week. Move back 1 space.

You helped clean the room today. Move ahead 1 space.

You did not bring your gym clothes. Move back 2 spaces.

You listened in class today. Move ahead 2 spaces.

You let others use your crayons today. Move ahead 2 spaces.

You put paper wads behind the book shelves. Move back 1 space.

You went after the record player. Move ahead 1 space.

You asked to be a group leader. Move ahead 2 spaces.

You made a very nice report. Move ahead 2 spaces.

You did not work with your group. Move back 2 spaces.

You forgot to clean the fish bowl. Move back 1 space.

You were running down the stairs. Move back 2 spaces.

You helped clean snow from the sidewalks. Move ahead 2 spaces.

You forgot to feed the hamster. Move back 1 space.

You hit the gerbil. Move back 3 spaces.

You looked on your neighbor's paper. Move back 3 spaces.

You brought a water gun to school. Move back 3 spaces.

You were on time for school for a whole week. Move ahead 4 spaces.

The pictures you brought to school were very interesting. Move ahead 2 spaces.

You did extra work. Move ahead 2 spaces.

You worked well today. Move ahead 2 spaces.

Your work is always in on time. Move ahead 3 spaces.

You learn from your teacher and your classmates. Move ahead 2 spaces.

You were fighting on the playground. Move back 2 spaces.

Your desk is always clean. Move ahead 2 spaces.

You threw a pen across the room to a friend. Move back 2 spaces.

The work you handed in yesterday wasn't neat. Move back 3 spaces.

You follow directions well. Move ahead 3 spaces.

You follow directions well. Move ahead 3 spaces.

You washed the board for the teacher. Move ahead 2 spaces.

You miss very little time from school. Move ahead 3 spaces.

You do not play when you work. Move ahead 2 spaces.

You threw clay on the floor. Move back 2 spaces.

You help others when they need it. Move ahead 2 spaces.

You forgot your books. Go to the Dunce's Corner for the next 2 turns.

You take a day off whenever you feel like it. Move back 2 spaces.

You do what is asked of you. Move ahead 1 space.

You do not waste time. Move ahead 1 space.

You always try to do a good job. Move ahead 2 spaces.

You work until the bell rings. Move ahead 2 spaces.

You did all your math problems. Move ahead 3 spaces.

You were bad on a field trip. Move back 5 spaces.

You put chewing gum under the desk. Move back 3 spaces.

You forgot to cover your books. Move back 3 spaces.

You helped to dust the bookshelves. Move ahead 2 spaces.

You lost a book. Move back 2 spaces.

You smiled and said, "Good Morning." Move ahead 1 space.

You brought a cold to school. The teacher caught it. Move back 5 spaces.

You rode your bike on school property. Move back 3 spaces.

You were fighting in the bathroom. Move back 5 spaces.

You didn't listen to the teacher. Move to the Dunce's Corner for the next turn.

You shouted an answer to a question. Move back 3 spaces.

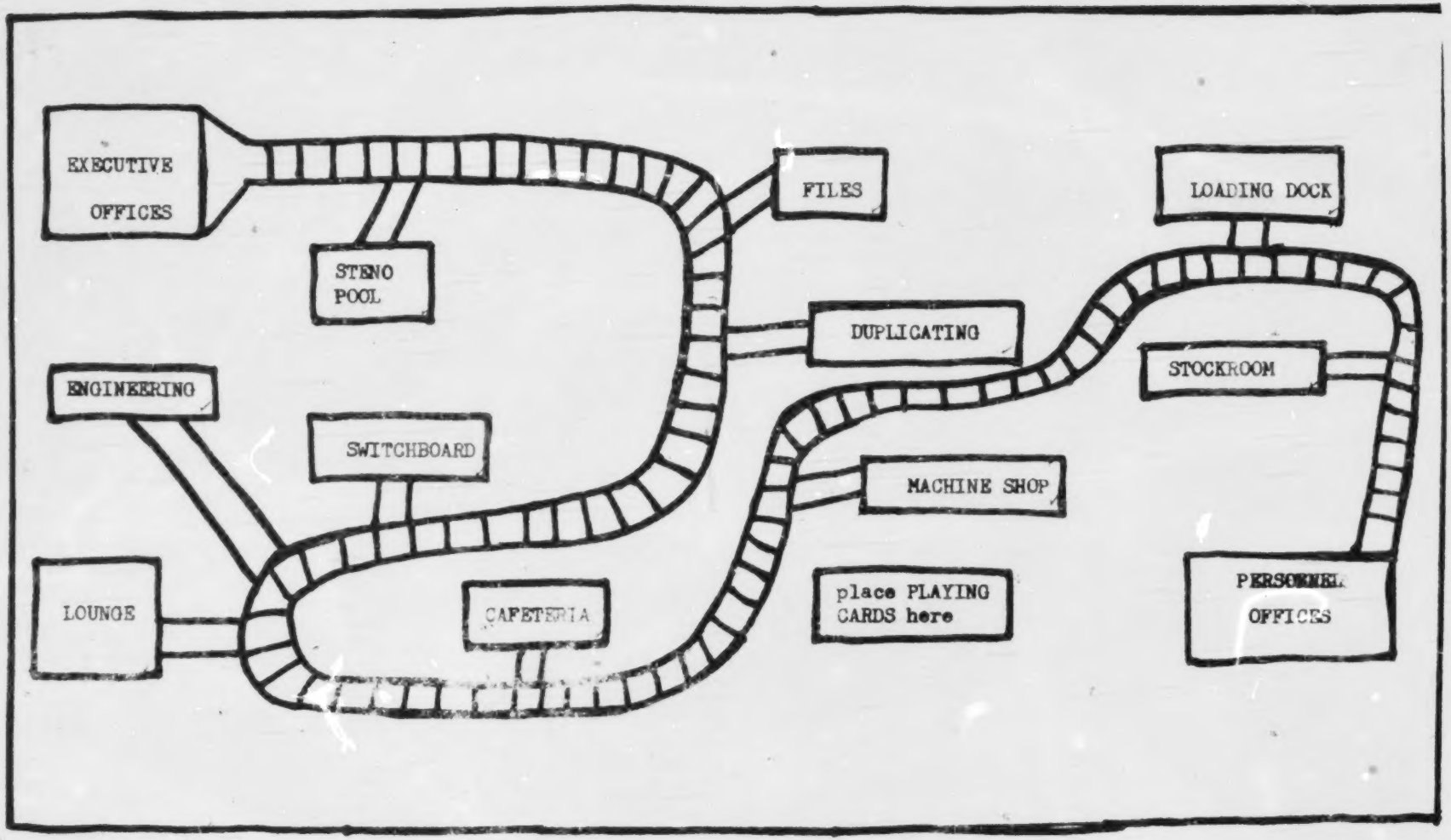
You wore your hat into class . Move back 1 space.

You left before the bell rang. Move back 2 spaces.

You didn't listen to the guest. Move back 3 spaces.

You were looking out the windows. Move to the Dunce's Corner for the next 2 turns.

You emptied the waste can. Move ahead 2 spaces.



Sample of Playing Board Layout for

PROMOTION

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RULES FOR "PROMOTION" (4-6 players)

1. Each player places his token in Personnel Offices to begin the game.

2. Each player chooses a Time Card which have been shuffled and placed face-down on the table. The time indicated on the card will determine which player begins the game. The player that draws the earliest time begins the game.

3. Play No. 1 shuffles the Playing Cards and then places them face-down on the playing board. He draws the first card and begins the game. Place used cards in a pile. Reshuffle the cards, after all cards have been drawn, and place face down again on the playing board.

4. If a PERSONNEL CARD is drawn, it should be kept in order for the player to rejoin the game after having been sent to the Loading Dock, Steno Pool, Switchboard and others.

5. After leaving one of the areas mentioned above, the player must return to Personnel Offices to begin again.

6. The object of the game is to move by steps from the Personnel Offices to the Executive Offices. The first player to reach the Executive Offices is the winner.

The following ia a list of PLAYING CARDS that are to be used in the game of Promotion. All cards should be shuffled and placed on the playing board:

Make 10 PERSONNEL CARDS. These cards shoul have the word"Personnel written on them. This card, when drawn by a player, enables him to be released from the Loading Dock, Steno Pool, Files, and others. The player must then return to Personnel Offices and start over.

Make five (5) of each of the following:
A card which reads "Move ahead 1 Step."
A card which reads "Move ahead 2 Steps."
A card which reads "Move ahead 3 Steps."
A card which reads "Move ahead 4 Steps."
A card which reads "Move ahead 5 Steps."
A card which reads "Move ahead 6 Steps."
A card which reads "Move ahead 7 Steps."
A card which reads "Move ahead 8 Steps."
A card which reads "Move ahead 9 Steps."
A card which reads "Move ahead 10 Steps."

Make six (6) Time Cards which will determine the order in which players are to play. Mark the cards "7:45 a.m.," "8:00a.m.," and others. The person drawing the cars with the earliest time will begin the game.

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RULES FOR PROMOTION (cont.)

Make one each of the following: (Cards with statements similar to the ones below.)

"You have made ten typing errors this week. Report to Steno Pool."
"You wish to smoke. Report to the lounge."
"You're hungry. Report to the cafeteria."
"You damaged some merchandise. Report to the Loading Dock."
"You have a long distance telephone call. Report to the Switchboard."
"You've failed to follow safety rules. Stay in Machine Shop for next three turns."
"You spilled coffee on some important papers. Report to Duplicating."
"You misplaced some sets of records. Report to Files."
"You misread some blueprints. Report to Engineering."

VOCABULARY LIST

These words could be used in conjunction with exercises in filling out applications or spelling, vocabulary, grammar, or penmanship exercises.

accident
agreement
applicant
avocation
benefits
bonus
capacity
career
citizen
civic
communication
compensation
concerns (firms)
construction
consumer
corporation
credit union
deduction
demotion
department
dependents
depreciation
discharge
discretion
dismissal
distribution
draft status
economic
education
emergency
employment
enlistment
enterprise
exemptions
expenses
exports
factory
finances
fraternal
graduated
hobbies
immediate
import
industry
injury
insurance
interests
investment
job site
liability
maiden name
manufacture
marital status
marketing
membership
military experience
minimum
notary public
notify
personal
physical defects
physical examination
previous business experiences
professional
promotion
recreations
reference
relatives
residence
salary (gross, net)
signature
social
Social Security (F.I.C.A.)
surcharge
technical
temporary
termination
transfer
transportation
undersigned
vocation
welfare
withholding
witnessed

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Related Careers Index

BUSINESS AND OFFICE

Examples: store manager, supervisor, postmaster, writer, secretary, teacher, executive, journalist, advertising agent, printer, stockbrokers, counselor, receptionist and others.

Refer to pages 1-29

COMMUNICATION AND MEDIA

Examples: telephone operator, switchboard operator, teacher, navigation and aeronautics, writer, poet, lecturer, T.V. and radio broadcaster, entertainer, religious leader, and others.

Refer to pages 1-29

CONSTRUCTION

Examples: laborer, unskilled worker, foreman, draftsman, architect construction engineer, carpenter, mason, electrician

Refer to pages ..... 2, 6 - 9, 14, 19, 22 - 29

CONSUMER AND HOMEMAKING EDUCATION

Examples: home economist, baker, meat cutter, dietician, demonstrator, teacher, family planning counselors, consumer protection

Refer to pages 1-29

FINE ARTS AND HUMANITIES

Examples: radio and T.V. entertainers, artist, advertising, poet, writers, musicians, sculptor, painters, fashion designers, auto body repairmen

Refer to pages 1-29

HEALTH

Examples: doctors, registered nurses, L.P.N., nurse's aides, orderly, therapist, floor clerks, dieticians, ambulance and emergency personnel

HOSPITALITY AND RECREATION

Examples: hostesses, receptionists, stewardesses, hotel and motel personnel and others.

Refer to pages 1-9, 12-19, 27-28, 46-54

MANUFACTURING

Examples: machine operators, chicken processing assembly operators, sewing machine operators, mill workers, weavers, leather workers, auto-makers, tool and die men, refrigeration personnel

Refer to pages .....2, 6-9, 14, 19, 22 -29

MARKETING AND DISTRIBUTION

Examples: salesmen, stockboys, clerks, shippers, traffic men, milk, and mailmen

Refer to pages 6-7, 19, 27, 29, 34-37, 46-54

PERSONAL SERVICES
Examples
Examples: hairstylists, clerks, clergy, gas station personnel, funeral directors, interior and home decorators

Refer to pages 1-29

PUBLIC SERVICES

Examples: social workers, attorneys, policemen, teachers, firemen, government workers, Peace Corps, Vista, linemen, garbage collectors

Refer to pages 1-29

TRANSPORTATION

Examples: drivers, dockmen, dispatchers, mechanics, ratemen, trafficmen, air traffic controllers, pilots, navigators, train engineers, ships captains

Refer to pages 6, 7, 9, 19, 27, 28